UNDERGRADUATE FACULTY MEMBERS: AN EXPLORATION OF WRITING AS INSTRUCTIONAL PRACTICE WITHIN TWO PROFESSIONAL SCHOOLS

by

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A dissertation submitted to the faculty of University of Michigan-Flint

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SUBMISSION ACCEPTANCE SIGNATURES

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DECLARATION OF ORIGINALITY

I do hereby declare and attest that this is an original study based solely upon my own scholarly work in partial fulfillment of the degree requirements for the Doctor of Education at the University of Michigan-Flint and that I have not submitted it for any other college or university course or degree at the University of Michigan-Flint or elsewhere.

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Dedicated

to my mother.

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Abstract

This mixed-methods study involves an examination of faculty members' perspectives of instructional writing practices they use in undergraduate courses within professional schools. By using an undergraduate faculty survey (quantitative data), a focus group discussion (qualitative data), a document review with post-debriefing meetings, and classroom observations (qualitative data), the researcher investigated faculty members' writing instructional practices within two professional schools (i.e. business and health science). Utilizing the triadic reciprocal relationship between the three factors (i.e. personal, behavioral, and environmental) of the social cognitive theory as a lens, the researcher explored the following overarching research question: To what extent do the personal factors (e.g. knowledge and expectations), behavioral patterns (e.g. skills / actions), and environmental events (e.g. institutional support) impact faculty members' ability to deliver professional writing instruction within their undergraduate courses?

Keywords: higher education, self-efficacy, undergraduate writing instruction, business writing, health science writing

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Chapter One: Introduction

This study involves an examination of faculty members' perspectives of instructional writing practices they use in undergraduate courses within professional schools. (i.e. business and health science). The chapter begins with a background of the topic. The second contains the purpose of the study. The third section provides the theoretical framework used in the dissertation study, which includes the definition of self-efficacy, as well as the three factors of the triadic reciprocal relationship within the social cognitive theory (Bandura, 1997). The fourth section details the problem statement, followed by the overarching research question. The fifth section highlights the research approach. The sixth section contains definitions and key terms applicable to this study. Finally, an organizational synopsis of the dissertation is provided.

Background

The Association of American Colleges and Universities (2007) listed writing as one of the desired learning outcomes for all students. According to Budig (2006), the College Board's National Commission surveyed 120 human resource directors and found four major findings in relation to writing. First, people, who cannot write and communicate effectively, are less likely to be hired than people who have these abilities. If hired, they are unlikely to last long enough to be considered for promotion. Second, half of the responding firms stated that they take writing into account when hiring professional employees and making promotion decisions. Third, two-thirds of salaried employees in large American companies have some writing responsibility. Fourth, more than 40 percent of the responding companies offer or require training for salaried employees with writing deficiencies. The results of the College Board's National Commission's survey convey employers highly desire employees with strong writing skills. Additionally, Johnstone, Ashbaugh, and Warfield (2002) argued that highly developed writing skills are strongly connected with the degree of repeated practice (i.e. multiple opportunities) within the

professionally relevant domain of greatest interest to the student. Teaching writing frequently in all courses using both formal as well as informal assignment is recommended strategies (Bernhardt, n.d.). Faculty members may provide their students with multiple opportunities to write. However, being given the opportunity to write and being taught to write are not the same. Hence, it is vital for educational leaders (e.g. administrators, faculty members, and academic staff members) to explore writing instructional practices within their professional schools.

Purpose of the Study

The purpose of this study was to investigate undergraduate faculty members' perspectives of writing instruction. This study illuminates a clearer picture of the circumstances surrounding writing instructional practices within professional schools. Through the use of a faculty survey (quantitative data), the researcher attained their participants' self-efficacy (i.e. confidence) scores related to teaching writing within their undergraduate courses. Then, this researcher explored faculty members' writing instructional practices, the following observational techniques were used: focus group discussion, document review with post-debriefing meetings, and classroom observations (qualitative data).

Theoretical Framework

In the social cognitive theory, Stajkovic and Luthans (2002) asserted that "… the *social* part acknowledges the environmental origins of much of human thought and action, whereas the *cognitive* portion recognizes the influential contribution of cognitive processes to human motivation and action" (p. 127). Self-efficacy is part of a larger theoretical framework known as social cognitive theory, which proposes that human achievement depends on interactions between one's personal factors (e.g. knowledge and expectations), behavioral patterns (e.g. skills / actions), and environmental events (Bandura 1977, 1986; Schunk, 2003). Self-efficacy impacts task choice, effort, persistence, and achievement. Self-efficacy is defined as the "…beliefs in

one's capabilities to organize and execute the courses of action required to manage prospective situations" (Bandura, 1986, p. 2). In Figure 1, the diagram below illustrates the social cognitive theory using a model of triadic reciprocal relationship in which personal factors (e.g. knowledge and expectations), behavioral patterns (e.g. skills / actions), and environmental events (e.g. institutional support) all function as interacting factors that influence one another (Bandura, 1997).

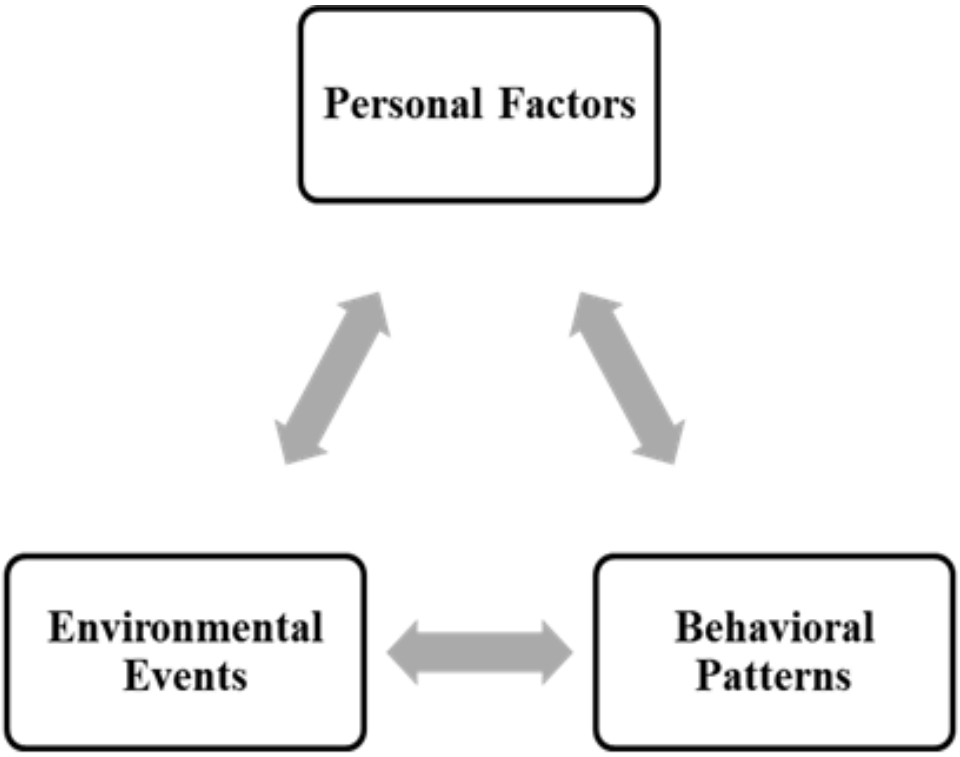


Figure 1: Social Cognitive Theory (Bandura, 1997)

The following are explanations of each component within the triadic reciprocal relationship model, as they relate to writing instruction:

- *Personal Factors:* These factors include faculty members' knowledge and expectations of the kinds of writing required within their courses and professional fields.
- *Behavioral Patterns:* These patterns are the instructional practices that faculty members develop and implement in order to meet the course objectives, along with writing assignment opportunities.

- *Environmental Events:* These events involve institutional guidelines that may influence faculty members' instructional practices.

According to Zimmerman and Schunk (2003), "people are producers as well as products of environmental conditions" (p. 438). Thus, faculty members' performances (behavioral patterns) are influenced by how they are affected (personal factors) by institutional guidelines (environmental events). Faculty members are content experts and know the writing used in their fields. Since profession-specific writing makes different kinds of demands on students as writers, faculty may not know or have time to teach their students how to produce it. Using this model of triadic reciprocal relationship as a lens to collect and analyze data, the researcher attempted to gain a greater insight into undergraduate faculty members' perspectives on instructional practices relating to teaching writing within their professional schools. In the article entitled *Developing teaching self-efficacy in research institutions,* Morris and Usher (2011) used the social cognitive theory to help develop their interview protocol. These authors replaced Bandura's (1997) concept of *self-efficacy* with phrases such as *confidence in your ability"* and designed questions to capture more intricate responses (Morris & Usher, 2011). This research used a similar protocol in this study.

Bandura (1982) argued self-efficacy affects employees' learning and accomplishments in three different manners. First, self-efficacy affects the goals that employees choose. For example, employees, with low levels of self-efficacy, often set lower aims for themselves than their colleagues with higher self-efficacy. Secondly, employees' self-efficacy influences learning as well as the effort they apply to their professional tasks. For instance, when employees have a higher sense of self-efficacy, they often work harder to take on more responsibilities because they are more confident in their professional capabilities. Finally, self-efficacy influences people's determination for attempting to learn a new and difficult task. For

instance, employees, with higher self-efficacy are believed to be more assertive. Consequently, they will persevere in their efforts when learning a new task or solving problems (Bandura, 1982).

Bandura (1986) stated that the social cognitive theory strives to explain how self-efficacy judgment affects human action, thought, and affect. People demonstrate persistent interest in activities at which they judge themselves to be efficacious, and intrinsic interest is better predicted by perceived self-efficacy than by actual ability (Bandura, 1991). Concerning teaching in higher education, Woolfolk Hoy (2004) argued "teachers' sense of efficacy is a judgment about capabilities to influence student engagement and learning, even among those students who may be difficult or unmotivated" (p. 8). If faculty members have a high self-efficacy (i.e. judging their own capabilities in knowledge, expectations, skills and actions) relating to teaching writing within the classroom, then based on this researcher's professional experiences, they might use different types of writing instructional techniques and practices (e.g. rubrics, peer review, and revision), which have the potential to yield improvement in students' writing skills.

Problem Statement and Research Question

Hanstedt (2012) and McCarthy (2008) stated that higher education leaders want their students to be versatile writers, to understand that conventions shift among various disciplines, and to have the aptitude to comprehend the rhetoric of a certain way of looking at the professional world. In order to achieve this particular goal, all faculty members need to take part in helping students to continue improving their writing abilities. Learning how to write in a composition course will not always automatically transfer to writing across departments and professional schools. As stated previously, faculty members know the writing in their professional fields, but they may not know how to teach it to their students.

The concern around how to enact effective writing instruction in courses within professional schools transcends individuals, and there are many possible explanations that have nothing to do with individuals but that are about systems and institutions. Hence, writing instruction in higher education is a multifaceted issue that deserves exploration in several directions. For this dissertation study, the researcher was seeking to learn more about faculty members' perspectives on writing instructional practices by exploring specifically at how personal factors, behavioral patterns, and environmental events (Bandura, 1997) affected faculty members as they deliver writing instruction. The researcher explored faculty members' perceptions of their instructional practices within the specific domain of writing, such as:

- *Assess the Elements of Writing:* The ability to assess the elements of writing (e.g. voice, audience, secondary sources, formulating an argument, APA/MLA format).
- *Provide Feedback on Students' Writing:* The ability to respond to students' writing (e.g. written response, peer review).
- *Evaluate Students' Writing:* The ability to evaluate students' content and rhetoric using established grading criteria.

Hence, the overarching research question used to explore the faculty members' perceptions of writing instructional practices is the following: To what extent do the personal factors (e.g. knowledge and expectations), behavioral patterns (e.g. skills / actions), and environmental events (e.g. institutional support) impact faculty members' ability to deliver professional writing instruction within their undergraduate courses? Using the triadic reciprocal relationship of the social cognitive theory (Bandura, 1997) as a lens, the researcher conducted a study exploring the personal factors, behavioral patterns, and environmental events of these faculty members' perceptions of writing instructional practices within their classrooms.

Research Approach

Hsieh, Sullivan, and Guerra (2007) conducted a quantitative correlational study in order to examine differences between students in good academic standing and those who are on academic probation. The results of their study indicated that self-efficacy and mastery goals were positively related to academic standing, while performance-avoidance goals were negatively related to academic standing. For future research, the authors noted qualitative designs (e.g. focus group discussions and interviews) are necessary to provide a comprehensive understanding of the reasons for students' staying in college (Hsieh et al., 2007). This supports the idea that quantitative studies are useful in determining what researchers want to know, but do not explain how or why they know. Even though these authors used questionnaires to investigate student self-efficacy as it relates to academic probation status, they suggested that collecting qualitative data is necessary to gain insight into students' rationale for remaining in college. While quantitative data may provide superficial knowledge, qualitative data approaches provide a more comprehensive understanding (Hsieh et al., 2007). Furthermore, Riazi and Candlin (2014) argued that the systematic use of mixed-methods research to examine language related issues could enhance knowledge in the educational field. Since this researcher explored faculty self-efficacy (i.e. confidence) about teaching writing and their writing instructional practices within their undergraduate courses, the mixed-methods approach was appropriate for conducting the dissertation study.

Sequentially, the data was collected in three phases. During the first phase, quantitative data was collected through a survey that was administered to undergraduate faculty members to assess their self-efficacy (i.e. confidence) about teaching writing within their undergraduate courses. The purpose of the second phase, consisting of focus group discussion involving faculty members from two different professional schools (i.e. School of Health Professions and

Studies and School of Management), was conducted to enhance and elaborate on data collected from the faculty surveys by discussing their writing instructional practices. In the final phase, this researcher used observational techniques by conducting a document review of two of the focus group participants' course syllabi and writing assignment student handouts. After completing the document review, the researcher also conducted a post-debriefing meeting with each of these undergraduate faculty members and classroom observations. Then, a data analysis was conducted to determine patterns and themes.

Definitions

As mentioned previously, the researcher used an online questionnaire to gain an understanding of undergraduate faculty members' self-efficacy relating to teaching writing. Stajkovic and Luthans (1998) argued that "self-efficacy refers to an individual's convictions (or confidence) about his or her abilities to mobilize the motivation, cognitive resources, and courses of action needed to successfully execute a specific task within a given context" (p. 66). Self-efficacy is the beliefs in one's capabilities to be successful in any given task, such as writing instruction (Bandura, 1986; Young & Ley, 2002). Tschannen-Moran and Woolfolk Hoy (2001) defined teacher efficacy as a "… judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated" (p. 783). After analyzing this quantitative information about how faculty members feel about their abilities to teach writing, this researcher used qualitative data techniques to explore their thoughts and actions related to writing instructional practices.

In order for faculty members to deliver effective writing instruction, Moskovitz (2011) argued they must explain to their students that writing as a *contextual act* by teaching the specific writing conventions (e.g. voice and audience) used within the professional fields. Additionally, this instruction includes teaching the kinds of writing required within professional schools. The following are some examples:

- *Business Writing*: E-mails, memos, letters, work orders, manuals, proposals, presentations, reports, and business and marketing plans
- *Health Science Writing*: Lab reports, proposals, evaluation reports, investigation reports, reviews or summaries, and research papers

Moon, Ruggles Gere, and Shultz (2018) argued that writing instruction can be categorized in two ways: learning to write (writing as a skill to be learned) and writing to learn (a process that helps in learning). When using the *learning to write* instructional strategy, faculty members assign formal writing opportunities. These types of assignments require students to submit finished, polished pieces of writing (e.g. lab reports, research papers, literature reviews). When using the *writing to learn* instructional strategy, faculty members assign more informal writing activities. These writing assignments encourage preparatory, exploratory engagement in course materials (e.g. journals, quick writes, response papers, in-class worksheets, learning logs). Bernhardt (n.d.) recommends teaching writing frequently in all courses using both formal as well as informal assignment strategies.

Organization of the Study

This introductory chapter provided an overview of the study; specifically, the background, the purpose and details of the study, as well as the theoretical framework for the study, including the definition of self-efficacy, problem statement, research questions, research approach and definitions of key terms. The second chapter contains a literature review that

focuses on the topic of exploring undergraduate faculty members' instructional practices related to teaching writing. The purpose of the third chapter is to provide a detailed description of how the research study was conducted and analyzed. The final two chapters of this dissertation study consist of findings, analysis, implications, and recommendations for future research.

Chapter Two: Review of the Literature

The focus of the literature review is to explore faculty self-efficacy about teaching writing and their writing instructional practices within their undergraduate courses. Even though there is little research on exploring higher education faculty members' self-efficacy concerning teaching writing and their instructional practices, the researcher found various studies on exploring writing instruction and students' self-efficacy within K-12 education that provided useful methodological strategies in investigating these concepts at the collegiate level. This chapter is divided into two central sections. The first section examines the literature to help investigate and support the study's problem statement and research question. Within this section, there are four bodies of literature: writing instruction at the collegiate level, business writing, health science writing, and faculty members' self-efficacy. The second section helps to explain the inter-connections between the research methods of several studies specifically on self-efficacy and writing instruction to justify the selection of the study's methodology and research design. Within this section, the three bodies of literature are measuring self-efficacy and writing instruction at the K-12 level, measuring self-efficacy and writing instruction at the collegiate level, and parallel misconceptions between K-12 and higher education.

Writing Instruction at the Collegiate Level

According to the National Commission on Writing (2004), writing is a *threshold skill* for both employment and promotion, particularly for salaried employees. Colleges and universities need to make writing instruction a priority to help to ensure students are workplace ready. Moreover, Rachal, Daigle, and Rachal (2007) argued that faculty members must not assume their students are engaged and prepared to use effective writing and learning strategies at the beginning of their collegiate journey. Faculty members should not assume their students can construct an argument supported by outside resources or write well after the general education

writing courses are completed. First-year writing sequences are meant to provide a solid foundation for building students' writing abilities for their specific programs (Richardson, 2008). For college students to build on this foundation to strengthen their skills and improve their workplace readiness, they need to be given repeated writing practices in all their classes beyond the first-year writing sequence.

Higher education institutions want their students to be versatile writers, to understand that conventions shift among various disciplines and to have the aptitude to comprehend the rhetoric of a certain way of looking at the professional world (Hanstedt, 2012; McCarthy, 2008). Since every department and professional school make different types of demands on students as writers, faculty members may not know how to teach their students how to produce specific types of writing. Daly (2011) argued the rapid pace of change and the increasing expectations connected with teaching and learning suggest that colleges and universities need to provide additional support for faculty development (e.g. workshops, forums, and seminars on pedagogy and curriculum development). Concerning professional training for writing instruction, College Entrance Examination Board (2003) suggested the following procedures:

- Common expectations about writing should be developed across disciplines through in-service workshops designed to help teachers understand good writing and develop as writers themselves.
- Universities should advance common expectations by requiring all prospective teachers to take courses in how to teach writing. Teachers need to understand writing as a complex (and enjoyable) form of learning and discovery, both for themselves and for their students. Faculty in all disciplines should have access to professional development opportunities to help them improve student writing (p. 5).

In order to follow these procedures, educational leaders need to have an open dialogue about writing instruction across the disciplines with all their faculty members and other academic staff members. Walvoord (2000) argued that this type of communication can become the source for changes in both teaching and in other facets (e.g. curriculum and assessment). O'Neill (2011) and Woodward (2011) argued that members of a particular culture (i.e. faculty members within a professional school) are accustomed to making certain associations and comprehend new information through a particular frame or lens. Consequently, as learning communities, colleges and universities should begin to reframe their values about writing, teaching writing, and learning to write by providing their faculty members with vicarious experiences. This knowledge might be achieved through some means other than their own direct experiences, such as observing someone modeling how to teach writing within a professional school. Through these types of vicarious experiences, faculty members may form beliefs in their own efficacy when they watch others model the desired behavior (Bandura, 1977). As faculty members' feelings of self-efficacy increases, most likely their comfort level for teaching writing will increase.

Effective writing instruction is developed and implemented by professionals with degrees in "…writing studies, composition and rhetoric, or related fields, or that they are provided with and/or have sought out professional development in this area" (CCCC Executive Committee, 2015). Furthermore, Thaiss and Zawacki (2006) developed an effective program of writing instruction takes time, but that time is well spent because writing fosters learning in all disciplines and departments. There are numerous factors influencing faculty buy-in, such as "…reframing writing as a professional practice skill, providing a specific, accessible tool, and fostering a systemic, collaborative approach…" (Grise-Owens & Crum, 2012, p. 527).

Increasing communication and consistency concerning writing instruction will not only increase a better understanding and improve faculty efficacy, but also, increase the likelihood of total buy-in and fidelity.

Writing is a complex task. Therefore, it seems that faculty members' understanding of just how daunting a task it is to teach writing is what might cause stress and avoidance. Moreover, higher education faculty members are not only limited by their own time constraints as educators but also by the curricular expectations of their given programs. They believe that they are required to teach their content, and that writing and reading are the sole responsibility of the English faculty members (Goldberger, 2014). However, this is simply not the case. Bernhardt (n.d.) and Goldberger (2014) stated that writing is a visual representation of thinking. Moreover, writing can provide concrete support of critical thinking and learning. According to Moon et al. (2018), writing instruction can be categorized in two separate concepts: look at writing as a skill to be learned (learning to write) and a process that helps in learning (writing to learn). Since the concept of *learning to write* includes specific conventions and elements for various professions, writing belongs in all courses (McLeod, 2000). Therefore, writing instructional practices and assignments can be used as a tool for learning as well as for assessment purposes.

Bazerman et al. (2005) argued that *writing to learn* is based on the observation that students' thought and understanding can increase and clarify through the process of writing. Additionally, this approach is an opportunity for students to remember, explain, and question what they know about a subject and what they still wonder about concerning hat subject matter. Drabick, Weisberg, Paul, and Bubier (2007) argued that brief, in-class; ungraded free writing improves integration and application of course material and can be incorporated into the classroom with greater ease. In fact, when this type of informal writing becomes routine,

students develop as writers. These assignments help students to develop their ability to put thoughts into words (Dean & Warren, 2012). If students can learn by writing, then writing can be utilized as an approach for learning in all professional fields. To assist faculty members to become more efficacious in developing and implementing additional writing opportunities for their students, they may need to understand that writing assignments can be both formal and informal activities. The following are some examples:

- *Formal:* It requires students to submit finished, polished pieces of writing (e.g. lab reports, research papers, literature reviews, book reviews, and essays).
- *Informal:* It encourages preparatory, exploratory engagement in course materials (e.g. journals, quick writes, response papers, in-class worksheets, learning logs, and course dictionaries).

By increasing writing opportunities in all departments, the likelihood increases students may gain greater knowledge and insight into the course materials. Although faculty members know that assigning writing in their courses increases student learning, many do not require written assignments because they have learned that assessing student work takes a great deal of time (Gehr, n.d.). Betts and McCarthy (2010) suggested that using the instructional practice of writing assignment rubrics can help to develop feedback procedures while improving students' writing skills. Additionally, Axelrod and Cooper (2013) and Kirszner and Mandell (2015) argued that engaging in a thorough process of invention, collection, organization, drafting, and revision results in good writing. Using these types of instructional practices help to ensure better quality of writing.

Business Writing

Within the various professional business fields, Levinson (2000) and Vásquez, (2013) stated there are a variety of different types of writing, such as letters, memorandums, proposals and reports. When choosing the correct tone and voice, business writers must consider the audience, purpose of the message, and how the reader will perceive the message (Purdue University, n.d.; Vásquez, 2013, Wiens, 2013). Ober (2007) maintained that active voice is used the majority of the time in business writing. Moreover, Sant (2008) argued that successful business writing must use *the three Cs* (i.e. clear, concise, correct) and be suited for both its purpose and audience. Mancuso and Chabrier (1992) suggested using the following four-step process for business writing: "1) analyze your purpose and audience, 2) organize the document, 3) write and 4) revise" (p. 3). The main objective in business writing is to communicate clearly, effectively, and efficiently. To achieve this type of writing ability, Johnstone et al. (2002) argued faculty members must provide students multiple opportunities for repeated practice.

According to Plutsky and Wilson (2001), some faculty members feel students have poor writing ability, so they may only assign one brief assignment. Furthermore, Bruton and Schneider (2002) contended that some faculty members do not include writing assignments in their business courses for the following reasons: 1) They claim they are not qualified to teach writing or to evaluate writing for grammar, punctuation, and style. 2) Since their classes are completely filled with mandated course content, they do not have the time to teach or assign any additional writing. In their study to help alleviate these *burdens*, Bruton and Schneider (2002) suggested faculty members assign students to write summaries of newspapers and/or magazine articles related to the course content. These writing assignments served multiple purposes. For

students, they improved their writing skills and ability to articulate intelligently about current business trends. For faculty members, these article summaries were short in length (i.e. one or two pages), so the grading time was less cumbersome (Bruton & Schneider, 2002).

Concerning classroom instructional practices for teaching professional writing, they rarely reflect the way writing is conducted in the business fields (Mabrito, 1999). According to Lauchman (1993) and Washington (2014), business professions must be capable writers by clearly and concisely expressing their ideas. However, Schneider and Andre (2005) argued that the majority of the writing skills taught in an average business class are based on students' knowledge of a certain topic (i.e. *writing to learn*) rather than the students' writing abilities on drawing conclusions, making recommendations, and solving problems (i.e. *learning to write*). These types of writing skills are insufficient for workplace settings. Faculty members need to help their students in adapting to the variety of writing genres in the business field (Washington, 2014). Moreover, students need to be taught the differences between academic and business writing and be given multiple opportunities to practice the business style of writing, such as word choice and tone (Campbell, Brammer, & Ervin, 1999; Schneider & Andre, 2005; Vásquez, 2013). Faculty members will never be able to exactly duplicate the numerous constraints and pressures that writers experience in the workplace. Mabrito (1999) suggested that faculty members must develop and implement new instructional practices to help their students become workplace ready. Although many faculty members may consider themselves ineffective in writing instruction (Bruton & Schneider, 2002; Plutsky & Wilson, 2001), they understand the importance of preparing their students to be successful in various business fields (e.g. accounting, management, marketing).

Health Science Writing

In healthcare, employers consider effective written communication (e.g. clear, concise, accurate, logical) to be one of the most vital skills to possess within the profession (Marshall & Stevens, 2015). The health science fields require different kinds of writing, such as lab reports, proposals, evaluation reports, investigation reports, reviews or summaries, and research papers. Since these types of writing involve retrieving information, the ability to organize thoughts in a clear, logical, and succinct manner is imperative (Guillemard, 2014; Hunter College, n.d.). University of North Carolina-Chapel Hill (n.d.) stated that almost all style elements that are used in general academic writing are also considered *good practice in scientific writing*. Regardless of the scientific writing genre (e.g. descriptive, investigative, analytical, or reflective), the objective is always the same goal: "to present data and/or ideas with a level of detail that allows a reader to evaluate the validity of the results and conclusions based only on the facts presented" (University of North Carolina-Chapel Hill, n.d.). With regard to writing style element of tone, the active voice is preferred in most genres within the health science professions (University of North Carolina-Chapel Hill, n.d. & Williams, 2012).

In a pilot study, Bryan Malenke, Rush, and Russell Yun (2016) conducted an online survey and interviews of 14 full-time and six part-time faculty members on improving writing outcomes in undergraduate health sciences education programs. The following were their findings:

- All of these participants agreed that the ability to write well is important for scholars and professionals in the field.
- Only 35 percent believed that students are prepared to do the writing required in their courses.

- Only 20 percent thought graduated students, with a Health Sciences major, are adequately prepared for the writing they will do in graduate school or their health science professions (Bryan Malenke et al., 2016).

Additionally, these researchers discovered three *systemic barriers*: 1) large class sizes and heavy teaching loads, 2) curriculum is not sequential, and 3) some participants believe it is not the Health Science faculty's job to teach writing (Bryan Malenke et al., 2016). As mentioned, previously, Zimmerman and Schunk (2003) argued "people are producers as well as products of environmental conditions" (p. 438). Since faculty members has very little control over the first two of the *systemic barriers*, higher educational institutions need to develop and implement strategies to diminish these barriers.

Mitchell (2018) argued faculty members must develop and implement instructional practices in all courses that included writing assignments. Moreover, research suggests that "…students in the medical professions often lack the writing skills required during their education and career" (Rawson, Quinlan, Cooper, Fewtrell, & Matlow, 2005, p. 233). One cause for this deficit is that these professional writing skills tend to be more *discipline-specific*, rather than the required general education skills attained in undergraduate courses. To investigate which writing exercise improved the quality of students' medical writing within a veterinarian program, Rawson et al. (2005) developed six weekly writing exercises (i.e. Question of the Week) along with a scoring rubric using the following components: "comprehensiveness / thoroughness, accuracy, conciseness, logical organization, justification of assertions, and use of proper terminology" (p. 235). The findings suggested these students improved their writing skills for using medical terminology. Rawson et al. (2005) concluded that students need more writing opportunities to become proficient.

Faculty Members' Self-efficacy

According to Bandura (2005), self-efficacy is a judgment of personal capability. Additionally, individuals have a system of self-beliefs that enable them to exercise control over thoughts, feelings, and actions (Bandura, 1986). Since the way people think, believe, and feel affects how they behave, their self-efficacy is often a better predictor of success than their actual abilities. For instance, faculty members who feel more efficacious regarding their writing instruction might be more successful in teaching writing. When facing difficult and challenging work situations, Bandura (1977) argued that highly efficacious people are more likely to make an effort to overcome these obstacles. There is a positive relationship between self-efficacy and both individual effort and performance.

Bailey (1999) argued that although there are several experimental studies on self-efficacy, there are only a few that focus on faculty members (as cited in Pasupathy & Siwatu 2014). Teachers' sense of efficacy has mainly been assessed with two components: sense of personal teaching efficacy and sense of teaching efficacy (Ashton & Webb, 1986; Gibson & Dembo, 1984). The first refers to faculty members' assessment of their own teacher competence; the second refers to faculty members' expectations that teaching can influence student achievement. After studying 342 prospective and experienced educators' self-efficacy towards teaching in general, Guskey and Passaro (1994) affirmed that these two components relate not to a personal versus a general teaching efficacy orientation, but instead to an internal versus external distinction similar to *locus-of-control measures of attribution*. This means both prospective and experienced surveyed teachers did not differentiate between their personal ability to affect students and the possible influence of teachers in general (Guskey & Passaro, 1994). If this is so, it would be instructive to discover what the two factors may actually be

measuring. Investigators should attempt to evaluate faculty members' beliefs that are equivalent to the criteria of interest rather than assess those beliefs with a generalized measure and then make the connection with this assessment to specific practices or outcomes.

According to Chang, Lin, and Song (2011), the majority of studies conducted on teacher self-efficacy have been using primary and secondary teachers as participants. While this research offers understanding into sample-specific teacher self-efficacy (Rowbotham, 2015), there are major variances between primary/secondary teachers and post-secondary teachers. After studying university faculty members' perceptions of their teaching efficacy, Chang et al. (2011), discovered that it is a vital component for faculty members to belief they can be successful in teaching. Hence, self-efficacy is a vital component of both teaching and learning in all instructional contexts. To help improve teacher competence and self-efficacy, institutions must offer programs designed not only with evidence-based practices, but also developed to meet the specific needs of their faculty members (Rowbotham, 2015). Chang (2005) stated faculty members are more efficacious in course design than in instructional strategy (as cited in Chang et al., 2011). According to Rowbotham (2015), the studies regarding higher education faculty development indicated a lack of teaching skills in most academic departments. This deficiency of understanding can lead to insufficient performance or increased stress on faculty members. Negative teaching experiences of faculty members can decrease self-efficacy (Rowbotham, 2015). To assist in combating this type of stress, Condon, Iverson, Manduca, Rutz, and Willett (2016) indicated that professional development can help institutions to invest sound instructional practices to help improve faculty members' teaching experiences. Creating a systemic, collaborative approach and reframing writing as a professional practice skill encourages the

likelihood of total buy-in and fidelity (Grise-Owens & Crum, 2012). This approach can be achieved by increasing communication within various academic departments and professional schools.

According to Guskey (1986, 1989), high teacher efficacy can promote or impede conceptual change. Explicitly, faculty members highly confident in their instruction may be highly resistant to change any facet of their teaching because of the confidence they have in themselves. On the other hand, faculty members highly confident in their teaching abilities may also be confident enough in themselves to attempt conceptual change. Since increasing teachers' self-efficacy can improve their effort, persistence, goal setting, and performance on specific tasks (Bandura, 1977), it is vital to explore the measurement of self-efficacy and writing instruction at both the K-12 and collegiate levels.

Measuring Self-efficacy and Writing Instruction at the K-12 Level

In order to develop a new instrument to measure a teachers' writing self-efficacy when teaching writing to students, Hughey (2010) used a quantitative method to explore teachers' self-efficacy when teaching writing to fourth through seventh grade students. For the teacher self-efficacy survey, the author utilized a six-point *Likert* scale with points ranging 1- *strongly disagree* to 6 - *strongly agree*. The participating teachers rated their confidence level in successfully teaching skills, such as writing narrative essay, writing specific time frame and a clear sequence of events in a written work and using transition words to indicate a passage of time in a narrative essay (Hughey, 2010). After analyzing the data, the author concluded that the Teaching Writing Self-Efficacy Scale (TWSES) can be used to measure in-service educators' knowledge gaps in teaching writing for teacher-driven, research-based, and professional development. Although this is an elementary and secondary education study, there is some relevance to this researcher's study. Both studies are investigating faculty self-efficacy relating

to writing instruction and both used a similar survey with the same statement starter (i.e. *I am confident in my ability to…)*. Even though the curriculum content is different at the K-12 and collegiate levels, the goals of improving students' writing abilities are the same.

In another quantitative study, Corkett, Hatt, and Benevides (2011) examined the relationship between teacher self-efficacy, student self-efficacy, and student ability. To collect data, the authors conducted both student and teacher surveys. In the student version, these sixth graders were asked to rate their attitude and behavior toward literacy (i.e. reading and writing) based on a four-point *Likert* scale: 1 = *Like me;* 2 = *Somewhat like me;* 3 = *Not too much like me;* and, 4 = *Not at all like me.* For the teacher version, the sixth-grade teachers were asked to complete a survey on each student in their class using a four-point *Likert* scale. They rated the degree to which their students would believe that they were able to accomplish reading and writing tasks: 1 = *Like the student;* 2 = *Somewhat like the student;* 3 = *Not too much like the student;* and, 4 = *Not at all like the student*. After analyzing the survey data, Corkett et al. (2011) found that teachers' perceptions of the students' self-efficacy were significantly connected with students' abilities. Oppositely, student literacy self-efficacy was not connected with their literacy ability. Moreover, there was no relationship between the teachers' perception of the students' literacy self-efficacy. Finally, the teachers' self-efficacy was significantly associated with their perception of the students' self-efficacy (Corkett et al., 2011). As stated previously, these findings were similar to others. Ashton and Webb (1986) and Gibson and Dembo (1984) also argued that teachers' sense of efficacy has mainly been assessed with two components: sense of personal teaching efficacy and sense of teaching efficacy. The first component refers to faculty members' assessment of their own teacher aptitude; the second component refers to faculty members' expectations that teaching can impact student achievement.

In this ethnographical study, Bifuh-Ambe (2013) conducted a mixed-methods study by investigating elementary teachers' attitudes towards writing, perceptions of themselves as writing teachers, their students' attitudes towards writing and the extent to which these attitudes and perceptions improved after ten weeks of research-based professional development. The data collection included pre- and post-workshop teacher surveys, classroom observations, and students' writing portfolios collected to examine the quality of writing over the course of one semester. Results indicated that a majority of participants had positive attitudes towards writing, felt competent teaching some domains of writing (i.e. generating prompts), but not all (i.e. revising and editing). Since writing is a complex process requiring skills in many areas (e.g. from generating ideas, using voice to communicate effectively, to publishing), Bifuh-Ambe (2013) concluded there was the need to include more participation of teachers in developing the content and design of professional development workshops.

Concerning professional development opportunities, Adams and Pegg (2012) conducted a qualitative, longitudinal study by investigating how 26 science and/or mathematics teachers between grades 6th through 12th grades on incorporating content literacy strategies for up to a two-year period. Each year of this study, they agreed to take part in "a weeklong summer workshop, follow-up workshops, classroom visits by project staff, and an online discussion forum" (Adams & Pegg, 2012, p. 153). During the professional development sessions, these science and mathematics teachers used the *socioconstructivist* approach by using literacy strategies as tools to help their students with both knowledge and engagement of the course content (Adams & Pegg, 2012). For example, these teachers discussed how to use *writing to learn* activities (e.g. free writing and short writing prompt) in their mathematics and science classes to help promote students' understanding. The initial classroom observations findings,

Adams and Pegg (2012) "…suggested that although all teachers incorporated new content literacy strategies into their instruction, the ways in which they enacted these strategies varied" (p. 153).

Since several of these differences continued over the first project year, Adams and Pegg (2012) instigated a deeper assessment of the nature of teachers' content literacy strategy use and identified two contrasting patterns of enactment in science and mathematics instruction. These patterns were characterized as a *rehearsal* or *reorganization.* Furthermore, the authors examined a third pattern of strategy enactment that they coded as *transitional*, which included elements of both *rehearsal* and *reorganization* (Adams & Pegg, 2012). In the manner for which these authors present their procedural summary and research methodology, it allows for additional discussions on including content literacy strategies across the disciplines. Adams and Pegg (2012) highlighted the importance of attending to the various ways that science and mathematics teachers enact content literacy strategies. Since this researcher also explored faculty members' instructional practices used to teach writing within undergraduate business and health sciences courses, Adams and Pegg's (2012) findings have relevancy to this study because of the investigation of the two different groups of teachers' (i.e. science and mathematics) concerning the use of the writing instructional practices. Additionally, even though these bodies of measure self-efficacy and/or writing instruction concerning K-12 teachers and students, the research designs and techniques are relevant in measuring self-efficacy and writing instruction at the collegiate level.

Measuring Self-efficacy and Writing Instruction at the Collegiate Level

Concerning writing instruction at the collegiate level, Zamel and Spack (2006) conducted a qualitative, ethnographic study using existing first-hand accounts of students and faculty to gain greater insight into their writing expectations and experiences in undergraduate courses

across the curriculum. Additionally, this study explored how instructors can assist in the learning of multilingual students. Through analyzing a variety of pedagogical strategies that faculty across disciplines have used in their own teaching instruction, Zamel and Spack (2006) found confirmation for their theory that when writing is assigned for the purpose of fostering learning, and when faculty members provide supportive feedback in response to what students have written, writing can serve as a powerful means for promoting language acquisition. Since writing and language acquisition are ever-evolving skills, higher education students must be given multiple opportunities to write in all their classes.

After using clearly established scholarly case studies, as well as using their own ongoing qualitative research, Zamel and Spack (2006) were able to determine and discuss the various effective pedagogical strategies for faculty members to better support students' language and literacy development across multiple disciplines. As a result of utilizing this type of methodology, they found that these instructors are often as underprepared to work with multilingual learners as multilingual learners are to work with them, and they can benefit from the very principles that inform English for Speakers of Other Languages (ESOL) instruction (Zamel & Spack, 2006). In the manner for which these authors present their procedural summary, it allows for additional discussions on this particular issue. It is vital that scholars, educational leaders, and faculty members alike continually research efficient pedagogical and andragogical approaches to better enhance all students' language and literacy development across the curriculum.

To examine the connections among faculty members' course goals, instructional activities, and students' assessment of their learning of content and writing, Chinn and Hilgers (2000) conducted a comprehensive, mixed-methods study of 300 writing intensive (WI) courses in the area of natural and applied sciences. These authors collected data in two phases. First,

they examined archived documents relating to science-based WI courses. These included faculty members' applications for WI status for their courses, course syllabi, writing-assignment instructions, and end of semester student evaluations of their writing experiences. Finally, they concurrently held interviews with faculty members and students. After analyzing the data, Chinn and Hilgers (2000) found that faculty members of these undergraduate courses implemented a variety of positions on the writing instruction, *from corrector to journal editor to collaborator*. For the faculty members that implemented more of a collaborative approach, they assigned a diverse range of writing opportunities activities and writing tasks with more diverse audiences. Additionally, they provided clearer guidelines for writing; had students reflect on writing in professional situations; and encouraged interaction, collaboration and peer reviewing among their students (Chinn & Hilgers, 2000). Using this type of collaborative teaching approach was inclined to be more effective in engaging students in writing and gaining student approval.

In another quantitative study, Chang et al. (2011) explored faculty members' perceptions of teaching efficacy with relations to their faculty members' backgrounds at 17 public and private universities within Taiwan. Using a four-point *Likert* scale, these authors distributed a *Faculty Teaching Efficacy Questionnaire* composed of 28 items derived from their previous interviews. This survey's response rates were 25.1 percent for public faculty members, 32.9 percent for private faculty members for a total of 30.2 percent. Concerning the six dimensions of faculty teaching efficacy analyzed, faculty members felt efficacious, from highest to lowest, in the following areas: course design, class management, interpersonal relation, learning assessment, technology usage, and instructional strategy (Chang et al., 2011). The most efficacious dimension (i.e. course design) is the main component of knowledge transmission and related to teachers' knowledge of their subject. Chang et al. (2011) stated the five remaining dimensions were connected with student learning. Even though, instructional strategy has been

considered the main component in of student learning, these survey participants expressed the lowest level of self-efficacy in this dimension (Chang et al., 2011). According to these authors, their results supported developing a faculty training program concerning the instructional strategy to help to promote student learning efficacy and motivation.

Moon et al. (2018) designed a mixed-methods phenomenographic study to understand science, technology, engineering, and mathematics (STEM) faculty's conceptions of writing and its role in the classroom. These researchers developed an online survey to determine the following: how often writing was being used in the STEM classroom, what kinds writing assignments were provided, what aspects influenced faculty members' use of writing, and if these participants were willing to be interviewed (Moon et al., 2018). For those who were interested in participating in an interview, a second survey was sent containing demographic information (i.e. reported writing use, position, gender, and discipline). To *capture a variety of conceptions*, these researchers intended to interview a subgroup of STEM faculty with the range of academic experiences.

Via Skype, telephone, or Google Hangout, Moon et al. (2018) conducted semi-structured interviews used to gain deeper understanding of faculty' members' conceptions of writing and its role in the classroom. They discovered that these participants included several forms of writing in their definition (e.g. generating graphs, labeling figures, reviewing peers, note-taking, memos). Using these definitions, Moon et al. (2018) categorized the faculty members into four groups:

1. *Traditionalists:* They viewed that writing as a vital skill for students and understand their students had weak areas in writing. These faculty members strongly thought that writing need be taught somewhere else.

2. *Idealists:* Like the Traditionalists, these faculty members did not use or very little writing in their courses. Primarily, they viewed writing as a connection to knowledge and understanding. Although, they do not use writing in their classes; they understood the value of writing for promoting understanding.
3. *Utilitarians:* Even though faculty members within the Utilitarians and the Writers groups used writing in their classes to some degree, the Utilitarians used it less and more selectively than the Writers. They used writing to meet two goals: developing skills connected with science but separate from the content and developing students' technical writing skills.
4. *Writers:* These faculty members understood and used the *writing to learn* instructional strategy. Unlike the other groups, who viewed writing as a skill, the Writers viewed writing as a process was strongly incorporated the scientific practice.

According to Moon et al. (2018), *nonwriting users* (i.e. faculty who do not use writing in the classroom) perceive incorporating of writing into their classes as challenging because of institutional barriers such as course structure. Additionally, *writing users* (i.e. faculty who do use writing in the classroom) perceive incorporating writing into their classes as challenging because of barriers such as time-consuming grading. These groups provided some insight into the relationship between faculty members' conceptions and instructional practices regarding writing in higher education.

In this qualitative retrospective study, Morris and Usher (2011) interviewed "… 12 associate and full professors (six women; six men) from five universities in the southeastern United States" (p. 234). Using the framework of Bandura's (1986) social cognitive theory, these researchers examined "the sources of teaching self-efficacy among a select subset of professors who are employed at research universities and who have been recognized for excellence in

teaching" (Morris and Usher, 2011, p. 234). By focusing on these sources (e.g. student evaluations, letters of nomination, faculty observations) professors acknowledged as most significant in the development of their self-efficacy, the semi-structured interview results revealed that many of these professors "…sought to learn better instructional strategies by observing the expert instructors with whom they worked. Universities might encourage teaching teams or partnerships to facilitate such observational opportunities, particularly for graduate instructors and junior faculty members" (Morris and Usher, 2011, p. 243). As a result, professional development efforts may be improved by increasing communication through the use mentoring programs and team-teaching opportunities.

To measure self-efficacy and/or writing instruction in K-12 and higher education academic settings, those studies involved a variety of research methods. Five out of nine used surveys to gain greater insight into their participants' self-efficacy and/or writing instruction (Bifuh-Ambe, 2013; Chang et al., 2011; Corkett et al, 2011, Hughey, 2010; Moon et al., 2018). Corkett et al. (2011) found that teacher' self-efficacy was significantly associated with their perception of the students' self-efficacy of literacy skills. Consequently, to improve students' writing abilities, faculty members must be comfortable in their abilities to teach writing. Moreover, Chang et al. (2011) stated that faculty members' lowest level of self-efficacy was in the area of *instructional strategy*. To help improve teaching efficacy or practices, several of these studies suggested creating and implementing faculty development training opportunities on various efficient pedagogical and andragogical approaches (Adams & Pegg, 2012; Bifuh-Ambe, 2013; Chang et al., 2011; Chinn & Hilgers, 2000; Moon et al., 2018, Morris & Usher, 2011; Postareff, Lindblom-Ylanne, & Nevgi, 2008; Zamel & Spack, 2006). In relation to qualitative data collection, several studies (Adams & Pegg, 2012; Bifuh-Ambe, 2013; Chinn & Hilgers, 2000; Moon al., 2018, Zamel & Spack, 2006) used observation techniques to explore self-

efficacy and writing instruction. After reviewing various studies on measuring self-efficacy and writing instruction in secondary and post-secondary education, there are some parallel misconceptions between the two academic levels.

Parallel Misconceptions Between K-12 and Higher Education

According to Gere (2010), many primary and secondary teachers have expressed several writing instruction myths, such as the following:

- Writing instruction is the sole responsibility of English instructors.
- Teaching writing means teaching grammar.
- All responsibility for responding to student writing relies on the instructors.
- Good writing means getting it right the first time.

Higher education faculty members have similar common misconceptions. For example, they also think that English faculty members have the sole responsibility for writing instruction (Baxter, 2008; Bryan Malenke et al., 2016; Goldberger, 2014; Peterson, 2000). Furthermore, secondary and post-secondary education levels have comparable guidelines for teaching writing. They are as follows: promote writing to learn and assign frequent real-world writing opportunities (Best, 2014; Gere, 2010; Rawson et al., 2005). The ability to write serves as a means of access or a barrier to opportunity for many higher education students. For those who can write efficiently, they have several advantages, such as learning and applying their coursework objectives, obtaining employment, and/or receiving promotions. Moreover, these students are able to use writing to think through ideas and digest new information. Hsieh et al (2007) claimed that self-efficacy affects peoples' beliefs in their abilities to complete tasks. Pajares (1996) explained that people with low self-efficacy often believe many tasks are more difficult than they actually are, and this creates stress when they face challenges. In contrast, high self-efficacy helps to reduce stress and frustration when dealing with challenging tasks.

Human behavior is sophisticatedly motivated. People's interpretations should emulate that sophistication rather than suggest that they have the capacity to infer real meanings (Wolcott, 2009). Understandably, the concept of writing instruction is quite complex and subjective. By exploring faculty self-efficacy (i.e. confidence) about teaching writing and their writing instructional practices within their business and health science undergraduate courses, educational leaders may gain a deeper understanding of writing instruction and in turn provide better support.

Chapter Three: Methodology

The purpose of this chapter is to provide a detailed methodology of how the research study was conducted and analyzed. Utilizing Albert Bandura's social cognitive theory as a lens, this researcher examined business and health science faculty members' instructional practices used in teaching writing in their undergraduate courses. The chapter is divided into the following seven sections: problem statement and research question, limitations of the study, research design, research techniques, data collection sources and techniques, data analysis techniques, and research ethics.

Problem Statement and Research Question

Hanstedt (2012) and McCarthy (2008) stated higher education institutions want their students to be versatile writers, to understand that conventions shift among various disciplines, and to have the aptitude to comprehend the rhetoric of a certain way of looking at the professional world. In order to achieve this particular task, all faculty members need to take part in helping students to continue improving their writing abilities. As mentioned previously, as a former Director of College Writing and supervisor of the writing center at a higher education institution, the researcher was charged with assisting (e.g. individual faculty sessions, departmental professional development sessions, and campus-wide conferences) faculty members across the disciplines and professional schools to develop and implement writing instruction within their classrooms. From these professional experiences, this researcher discovered that faculty writing instructional practices varied greatly among all departments and professional schools.

Writing instruction in higher education is a multifaceted issue that deserves explorations in several directions. The concern about how to enact effective writing instruction in courses within professional schools transcends individuals, and there are many possible explanations that

have nothing to do with individuals but that are about systems and institutions. The study's overarching research question used to explore the faculty members' perceptions of writing instructional practices is the following: To what extent do the personal factors (e.g. knowledge and expectations), behavioral patterns (e.g. skills / actions), and environmental events (e.g. institutional support) impact faculty members' ability to deliver professional writing instruction within their undergraduate courses? Using the triadic reciprocal relationship of the social cognitive theory (Bandura, 1997) as a lens, the researcher conducted a study exploring the personal factors, behavioral patterns, and environmental events of these faculty members' writing instructional practices within their classrooms.

Limitations of the Study

As a former Director of College Writing and supervisor of the writing center at a higher education institution, the researcher was charged with developing and implementing various training opportunities on writing instruction across the departments (e.g. business and health sciences), such as individual faculty sessions, departmental professional development sessions, and campus-wide conferences. However, this researcher failed to provide these faculty members with an opportunity to share and/or discuss their thoughts on instructional practices related to writing. These professional training sessions were created and implemented without any input from the faculty. Odden (2011) stated no institution that is "… as talented dependent as education can be successful unless it takes developing its teachers' talent very seriously" (p. 91). Therefore, it is vital for all education leaders to view people as a valued resource. To achieve this, higher education institutions must be mindful of their employees' talents and perspectives. Before conducting any type of writing initiative, faculty members' experiences and

talents must be taken into account. By dismissing previous bias, this researcher desired a deeper insight into the circumstances surrounding writing instructional practices within professional schools

Since the researcher used a convenience sampling method, this mixed-methods study is not able to offer generalizability. All members of the target population are either full-time or adjunct faculty members from a regionally accredited public university located in southeastern Michigan. With just over 8,500 students, this university offers over 100 undergraduate and 18 master's degree programs (University X, n.d.). Additionally, the faculty members teach for professional schools (i.e. School of Health Professions and Studies and School of Management); and therefore, are not representative of all academic departments. All participants were recruited with the condition that they are either business or health sciences faculty members, but not necessarily that they know or use writing instructional practices within their undergraduate classrooms.

To collect the Qualtrics survey data, this researcher attained the fall 2016 teaching schedules for all undergraduate faculty members within the School of Health Professions and Studies and the School of Management. This online survey yielded a response rate of only 25 out of 74 undergraduate faculty members completing the questionnaire (34 percent). Concerning this rather low response rate, Nulty (2008) compared nine online survey studies and determined that the average response rate was 33 percent. Therefore, this 34 percent response rate is above average and falls into the acceptable range. Accordingly, the undergraduate faculty online survey's response rate is considered typical for this type of dataset. Consequently, the research findings may not be generalized to all academic departments and college faculty members because these business and health sciences undergraduate faculty members may have

knowledge differences of pedagogical and/or andragogical practices within their professions. Moreover, since several of the survey questions used a six-point *Likert* scale, the respondents may have interpreted the scale differently.

Regarding the qualitative data, this study was based on one focus group with three participants from two different professional schools. An additional internal validity concern is these undergraduate faculty members volunteered to complete the online survey, volunteered to participate in the focus group discussion, and/or volunteered to participate in a document review ending with a post-debriefing session (i.e. interview) and classroom observation. Therefore, the voices of the faculty members who did not volunteer are not included in the study. Finally, there is the assumption the study participants are being truthful but not known for certain.

Research Design

This dissertation study used a triangulated, mixed-methods approach to explore faculty members' writing instructional practices within their undergraduate courses. Denzin (1978) and Greene et al. (1989) described *triangulation* as deliberately using more than one method of data collection and analysis when investigating a social phenomenon so as to pursue merging and validation between the results obtained from different methods, thereby eliminating the bias inherent in the use of a single method (as cited in Riazi & Candlin, 2014). In this study, the fundamental principle of the mixed-methods approach is that research thoughtfully and strategically mix or combine qualitative and quantitative methods in a way that produces an overall design with multiple and complementary strengths and non-overlapping weaknesses.

Regarding quantitative data, the researcher conducted surveys on undergraduate faculty members' knowledge of writing instruction and feelings of self-efficacy (i.e. confidence) about teaching writing within the higher education classroom. After investigating faculty members' efficacy, this researcher shifted to exploring writing instructional practices within their

undergraduate courses. To attain this type of information from two different professional schools (i.e. School of Health Professions and Studies and School of Management), the researcher used the triadic reciprocal relationship between the three factors (i.e. personal, behavioral, and environmental) of the social cognitive theory (Bandura, 1997) as a lens to explore instructional practices related to writing. Hence, the researcher collected qualitative data by conducting a focus group discussion, a document review (i.e. course syllabi along with any handouts concerning writing assignments) with a post-debriefing meeting, and a classroom observation.

Research Techniques

In mixed-methods research, the respective strengths of qualitative and quantitative methods are seen as compensating for the respective weaknesses of each method. By conducting this type of study, investigators must develop research questions that involve both of these methods. For this study, this researcher used deductive reasoning, which assesses the range from the general to the more specific (*see Figure 2 below).*

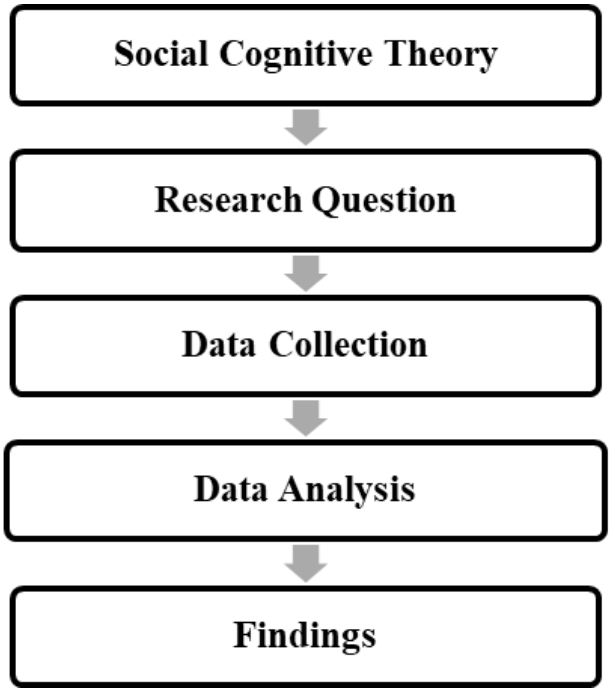


Figure 2: Deductive Reasoning

Deductive reasoning is sometimes referred as a *top-down* approach (Trochim, 2006). Beginning with the social cognitive theory (Bandura, 1997) as a lens, the researcher composed the overarching research question, then narrowed down that even further by collecting and analyzing data to address the theory and research question. Finally, this researcher was able to conclude with the findings of study.

Figure 3 depicts how the researcher collected and analyzed the triangulated datasets moving from a wide-ranging perspective to a more specific perspective. This means starting out with a broad participant forum (i.e. undergraduate faculty survey), then moving towards narrow participant forums (i.e. focus group, document review, and classroom observations).

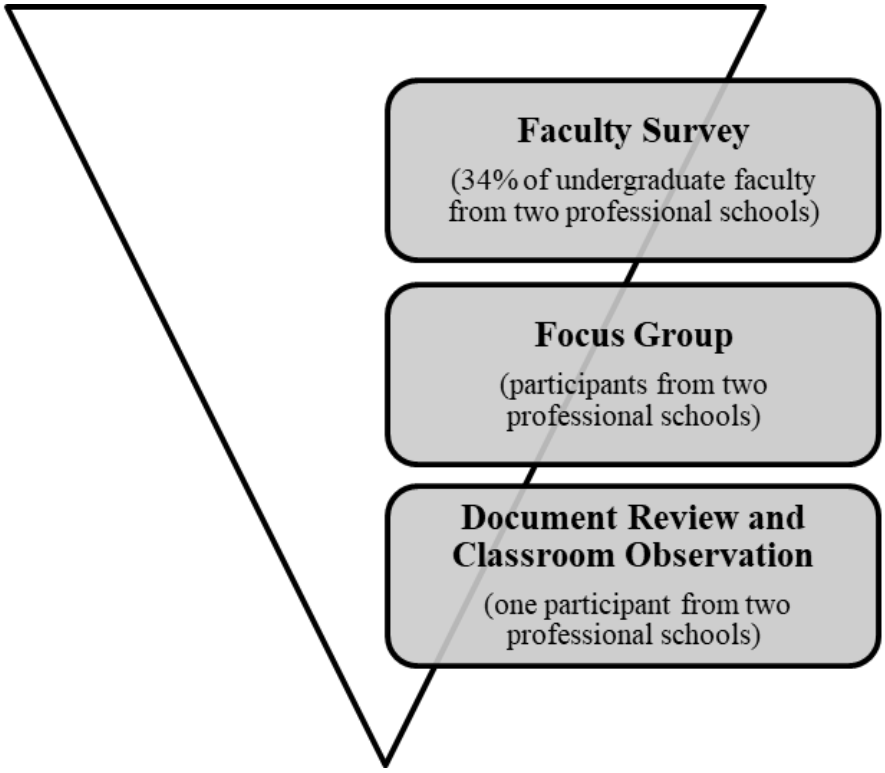


Figure 3: Triangulation of Data

Through the use of a faculty survey (quantitative data), focus group discussion (qualitative data) and document review with post-debriefing meetings and classroom observations (qualitative data), this researcher investigated the overarching research question on exploring the writing

instructional practices used within two professional schools (i.e. business and health sciences). The following sub-headings provide greater detailing into the triangulation of data for this dissertation study.

Faculty Survey.

Regarding the quantitative research methodology, this researcher adapted the Teacher Confidence Scale (Woolfolk Hoy, 2000) used to assess pre-service teachers' confidence levels in various aspects of teaching (e.g. manage classrooms, evaluate student work, use cooperative learning approaches, teach basic concepts of fractions, and build learning in science on students' innate comprehension) to create a self-efficacy faculty survey *(Appendix A: Undergraduate Faculty Self-efficacy Survey –Teaching Writing within Various Disciplines)*. Adapted from the Teacher Confidence Scale (Woolfolk Hoy, 2000), this study's undergraduate faculty self-efficacy survey used the same six-point *Likert* scale response system: 1 = Strongly Agree; 2 = Moderately Agree; 3 = Agree slightly more than disagree; 4 = Disagree slightly more than agree; 5 = Moderately Disagree; and 6 = Strongly Disagree. Additionally, the researcher used the same statement starter (i.e. *I am confident in my ability to…)* when asking these undergraduate faculty members to rate their agreement level on various components of writing instructional practices.

This online survey provided insight into undergraduate faculty member' self-efficacy concerning their writing instruction within the classroom. The first half of the *Undergraduate Faculty Self-efficacy Survey –Teaching Writing within Various Disciplines* consisted of the following demographical information: length of time taught at the institution, if they have taken any courses that focused on teaching within their subject area(s), and if they have attended any Center for Learning & Teaching (CLT) workshops or programs related to writing instruction. With a relatively small sample size, the demographic information may not be substantial. In relation to the overarching research question, the second half of the survey was designed to

provide much more significant data. For the writing self-efficacy study instrument element, the researcher asked faculty members to rate their confidence level using a six-point *Likert* scale regarding the following components of writing instruction:

- teaching writing in their undergraduate courses
- creating effective and appropriate writing assignments
- assessing the elements of writing
- responding to students' writing
- evaluating students' writing
- assessing students' grammar and mechanics skills
- providing students with documents (i.e. within course syllabi and/or other handouts) to help them understand the purpose, formatting, and grading criterion of their writing assignments.

To end the survey, this researcher asked the participants to list the undergraduate courses they teach, and indicate the number of writing assignments for each course and whether they allow and/or require revisions. This additional information helped to provide insight on the variety of writing assignments (i.e. formal and informal) required by faculty members.

Focus Group.

As stated previously, the social cognitive theory uses the model of triadic reciprocal relationship in which personal factors (e.g. knowledge and expectations), behavioral patterns (e.g. skills / actions), and environmental events (e.g. institutional support) all function as interacting factors that influence one another (Bandura, 1997). Acting only as a facilitator, this researcher conducted one focus group discussion consisting of faculty from two professional schools. To attain this qualitative data on undergraduate faculty members' writing instructional

practices, the group was asked the following questions that were derived using the three factors (i.e. personal, behavioral, and environmental) of the social cognitive theory (Bandura, 1997):

- *Warm-up Question*: Do your undergraduate students exhibit writing challenges? If so, can you provide some typical examples of their writing challenges?
- *Personal Factors*: Do you incorporate writing instruction into your undergraduate courses? If so, what kinds of writing assignments and/or activities do you provide for your students?
- *Personal Factors*: How comfortable are you with teaching writing concepts (e.g. creating writing assignments, assessing the elements of writing, and providing feedback and evaluation to students' writing)?
- *Behavioral Patterns*: What skills are used and/or needed relating to teaching writing in your assigned undergraduate classes?
- *Environmental Events*: What kind of institutional supports, if any, do you think would be most beneficial in assisting with writing instruction?
- *Closing Question*: What do you believe is necessary in order for you to feel a greater sense of self-efficacy (i.e. confidence) regarding writing instruction?

To help the facilitator and participants to stay focused during the discussion, the researcher developed and implemented a focus group protocol *(see Appendix F).*

Observational Techniques (Document Review with Post-debriefing Meetings and Classroom Observations).

As supported in the literature review, faculty members know that assigning writing in their courses increases student learning; yet many do not require written assignments because they have learned that assessing student work takes a great deal of time (Gehr, n.d.). The researcher further explored faculty members' writing instructional practices by examining their

course documents. This was attempted by using another qualitative technique of conducting a document review of the focus group participants' course syllabi and writing assignment student handouts. To assist in the document review analysis, this researcher utilized the California State University-Sacramento's *Checklist for Designing Writing Assignments,* which was located in its writing center's website under the *For Teachers* tab. This checklist was adapted to determine the amount and effectiveness (i.e. expectations for the assignments) of all the formal and informal activities assigned in the undergraduate courses within the professional schools examined in the focus group discussion (i.e. *Appendix B: Undergraduate Faculty Document Review Rubric for Writing Assignments).* After completing the document review, the researcher gave these faculty members the opportunity to participate in a post-briefing meeting and a classroom observation. They agreed to participant in both. Therefore, this researcher conducted a post-debriefing meeting with one undergraduate faculty member from each academic department. To gain greater clarity into their writing instructional practices, the researcher again used the three factors (i.e. personal, behavioral, and environmental) of the social cognitive theory (Bandura, 1997) as a guide to ask the faculty members the following post-debriefing questions:

- *Personal Factors*: Concerning formal writing assignments (e.g. lab reports, research papers, literature reviews), which writing instruction concepts (e.g. creating writing assignments, assessing the elements of writing, and providing feedback and evaluating students' writing) give you the greatest challenge?
- *Personal Factors*: Do you give your students the opportunity to complete informal writing assignments (e.g. journals, quick writes, response papers, in-class worksheets, learning logs)? Please explain your rationale.

- *Behavioral Patterns*: With regard to using formal writing assignment factors (i.e. purpose/audience, final assignment description, grading criteria, formatting instructions, and writing process discussion) which of these factors gives you the most difficulty?
- *Environmental Events*: Name one or two initiatives the university should do in order to increase faculty self-efficacy with regard to writing instruction. Why are these initiatives beneficial to faculty self-efficacy?

To help the facilitator and the faculty member to stay focused during the meeting, the researcher developed and implemented a post-debriefing meeting protocol *(see Appendix H).* After completing the post-debriefing meetings, this researcher conducted the classroom observations *(see Appendix I).*

Data Collection Sources and Techniques

The participants of this mixed-methods dissertation study consisted of undergraduate faculty members teaching in two professional schools at a regionally accredited public university located in southeastern Michigan. The researcher collected the quantitative and qualitative data using the convenience sampling technique by asking higher education faculty members about their self-efficacy in relation to their writing instruction abilities. Initially, the quantitative data procedure was conducted using the Qualtrics software. Adapted from the Teacher Confidence Scale (Woolfolk Hoy, 2000), the data was collected utilizing a six-point *Likert* scale response system: 1 = Strongly Agree; 2 = Moderately Agree; 3 = Agree slightly more than disagree; 4 = Disagree slightly more than agree; 5 = Moderately Disagree; and 6 = Strongly Disagree. After this on-line Qualtrics survey was completed, this researcher conducted a focus group discussion. According to Kaplan and Maxwell (1994), the objective of understanding a phenomenon from the point of view of the participants and its particular social and institutional context could not be achieved as meaningfully through quantitative data, as with qualitative research. Qualitative

research provides deeper, more meaningful descriptions of the human experience to aid in a clearer understanding of a phenomena. Consequently, qualitative data was the primary method for this dissertation study. The topic of faculty members' writing instructional practices was well-suited for a qualitative approach because of the nature of what the research is attempting to measure. Secondly, the qualitative data procedure was conducted. During the audio-taped focus group discussion, this researcher wrote a description and summary of the participants' responses. Later, this audio-taped discussion was transcribed into a Microsoft Word Document. Using the triadic reciprocal relationship between the three factors (i.e. personal, behavioral, and environmental) of the social cognitive theory (Bandura, 1997) as a guide, this data was collected and analyzed. Finally, the researcher conducted a document review with a post-debriefing meeting and a classroom observation with two of these undergraduate faculty members (one from each professional school). Utilizing the same data collection technique as the focus group data, each post-debriefing meeting was audio-taped and transcribed. Concerning the classroom observations, the researcher took copious fieldnotes during the course sessions.

Data Analysis Techniques

The purpose of this study was to explore faculty self-efficacy (i.e. confidence) about teaching writing and their writing instructional practices within their business and health science undergraduate courses, so educational leaders may gain a deeper understanding of writing instruction and in turn provide better support. To initiate analyzing and synthesizing the undergraduate faculty survey information, the researcher entered the data into an Excel Spreadsheet. By using descriptive statistical data analysis techniques, it helped to determine patterns and themes. Since the faculty survey was divided into two sections (i.e. demographic information and writing self-efficacy study instrument element), and the participants were from

two separate professional schools (i.e. business and health sciences), this dataset was analyzed both separately and collectively.

After completing the data analysis of the survey information, this researcher began analyzing and synthesizing of the focus group discussion. Again, using a Microsoft Word document, the focus group transcription was analyzed to determine patterns and themes to attain a deeper understanding of faculty members' writing instructional practices. Next, the researcher conducted a document review of two (one from each professional school) focus group participants' course syllabi and writing assignment student handouts. This dataset was analyzed using a document review rubric to determine patterns and themes. After the document review analysis, the researcher asked these participants to conduct an individual post-debriefing meeting and a classroom observation. Finally, this researcher conducted a triangulated analysis of all datasets to enhance the topic of exploring faculty members' instructional practices regarding teaching writing within their undergraduate classrooms.

Research Ethics

The researcher obtained permission to conduct this study from the University of Michigan-Flint's Institutional Review Board (*Appendix C*). Additionally, this researcher achieved appropriate research ethics throughout the dissertation study process. Suitable consent letters were included for all datasets: the survey, the focus group participants, and document review along with post-debriefing meeting and classroom observations participants. Moreover, this researcher practiced anonymity, consent, confidentiality, voluntary participation, and authorization through the use of three consent letters, shared focus group protocol, shared post-debriefing meeting protocol, and classroom observational tool (see *Appendices D, E, F, G, H and I*).

This triangulated, mixed-methods research design was helpful in exploring faculty members' writing instructional practices. By using an undergraduate faculty survey (quantitative data), a focus group discussion (qualitative data), and document review with a post-debriefing meetings and classroom observations (qualitative data), this researcher investigated the overarching research question on exploring the writing instructional practices within two departments (i.e. business and health sciences). The steps in the methodology helped the researcher to conduct a study exploring faculty members' instructional practices, so educational leaders may be better able to assist their faculty members in possibly changing practices in the classroom, improving the assignments, and changing the teaching awareness in all disciplines and professional schools to the role of writing and learning.

Chapter Four: Findings

The purpose of this mixed-methods study was to explore undergraduate faculty self-efficacy (i.e. confidence) about teaching writing and their writing instructional practices used within professional schools. Through conducting this study, much can be learned about how faculty members assess their ability to provide writing instruction for undergraduate students in classes that require writing, but are not designated as writing instruction classes. This dissertation study relies on qualitative and quantitative data sources. The first section presents the key findings of the faculty survey. In the next two sections, the researcher shares the key findings of the focus group, using the triadic reciprocal relationship model within the social cognitive theory (Bandura, 1997) to guide the identification of emerging themes. In the final section, this researcher presents the key findings of the observational techniques (i.e. document review with post-debriefing meetings and classroom observations).

Faculty Survey

All survey respondents were either tenure track or adjunct faculty members who taught within professional schools at a regionally accredited public university located in southeastern Michigan. Respondents were recruited from a pool of potential participants who instructed undergraduate students within the business and health science fields. Participants taught classes that required undergraduate students to write, but the faculty may or may not provide direct instruction on writing in their respective professional content area. The researcher provided the opportunity for 34 School of Health Professions and Studies (SHPS) and 40 School of Management (SOM) undergraduate faculty members to respond to the survey. This online survey yielded a low, yet typical response rate of 25 out of 74 (34 percent) faculty members completing the questionnaire.

Table 1 depicts the number of respondents by department. Table 2 illustrates the breakdown of the survey sample as it relates to years of teaching experience, with 18 (72 percent) of the respondents indicating they have at least five years of experience.

Table 1

Respondents by Department

Department	**Number (N=25)**	**Percentage**
SHPS	16	64%
SOM	9	36%

Table 2

Respondents' Current Years of Experience at University

Years of Experience	**Number (N=25)**	**Percentage**
Under 5 years	7	28%
5-10 years	10	40%
Over 10 years	8	32%

This demographic data suggests the vast majority (72 percent) of the survey respondents have had the time and opportunity to become experienced faculty members within their professional schools.

To achieve deeper insight, this researcher asked these undergraduate faculty members for additional information concerning their writing instructional practices at the university. Table 3 illustrates the formal preparation in pedagogical content knowledge (as indicated by course taken on teaching) reported by survey respondents. Table 4 includes survey respondents' reporting of participation on professional learning opportunities (e.g. workshops or programs) hosted by the

Center for Learning and Teaching (CLT) related to writing instruction. Interestingly, only one faculty member could remember the title and/or topic of CTL workshops and programs that was attended. Survey Respondent 13 stated: "I have attended CTL workshops every academic year including writing syllabi, providing written instruction for assignments, high impact teaching practices, etc." (personal communication, November 1, 2016).

Table 3

Respondents that have taking courses that focused on teaching but not necessarily teaching writing

Response	**Number (N=25)**	**Percentage**
Yes	12	48%
No	13	52%

Table 4

Respondents that attended CLT workshops or programs related to writing instruction

Response	**Number (N=25)**	**Percentage**
Yes	7	28%
No	18	72%

The second half of the survey was designed to provide significant data concerning the faculty members' feelings of self-efficacy (i.e. confidence) about teaching writing and their instructional practices. Within the writing self-efficacy study instrument element question section, the faculty members were asked to rate their confidence level using a six-point *Likert* scale regarding the following components of writing instruction:

1. ability to teach writing in their undergraduate courses
2. creating effective and appropriate writing assignments
3. assessing the elements of writing
4. responding to students' writing
5. evaluating students' writing
6. assessing students' grammar and mechanics skills
7. providing students with documents (i.e. within course syllabi and/or other handouts) to help them understand the purpose, formatting, and grading criterion of their writing assignments

Respondents were asked to rate their agreement level to the statement: *I am confident in my ability to teach writing in my undergraduate courses*. Table 5 illustrates that 15 of the survey respondents (60 percent) stated that they either strongly agree or moderately agree regarding their confidence in their ability to teach writing in undergraduate courses.

Table 5

Respondents' Ability to Teach Writing in Undergraduate Courses

Response	**Number (N=25)**	**Percentage**
Strongly Agree	8	32%
Moderately Agree	7	28%
Agree slightly more than disagree	6	24%
Disagree slightly more than agree	1	4%
Moderately Disagree	2	8%
Strongly Disagree	1	4%

Respondents were asked to rate their agreement level concerning: *ability to create effective and appropriate writing assignments*, 18 of the survey respondents (36 percent) indicated they strongly agree and 18 of the survey respondents (36 percent) reported they moderately agree (*see Table 6).*

Table 6

Respondents' Ability to Create Effective and Appropriate Writing Assignments

Response	**Number (N=25)**	**Percentage**
Strongly Agree	9	36%
Moderately Agree	9	36%
Agree slightly more than disagree	4	16%
Disagree slightly more than agree	0	0%
Moderately Disagree	3	12%
Strongly Disagree	0	0%

The final components within the survey were questions designed to attain a deeper understanding of the SHPS and SOM undergraduate faculty members' self-reported assessment of the ability to enact specific writing instructional practices (i.e. assess the elements of writing, provide feedback and evaluate students' writing, and provide documents within course syllabi and/or other handouts to help students understand writing assignments). Respondents were asked to rate their agreement level to the following statement: *I am confident in my ability to assess the elements of writing (e.g. voice, audience, secondary sources, formulating an argument, APA/MLA format).* Table 7 illustrates that nine of the survey respondents (36 percent) stated that they either strongly agree, and seven respondents (28 percent) indicated they moderately agree regarding their *ability to assess the elements of writing*.

Table 7

Respondents' Ability to Assess the Elements of Writing

Response	**Number (N=25)**	**Percentage**
Strongly Agree	9	36%
Moderately Agree	7	28%
Agree slightly more than disagree	6	24%
Disagree slightly more than agree	0	0%
Moderately Disagree	3	12%
Strongly Disagree	0	0%

Respondents were asked to rate their agreement level concerning: *ability to respond to students' writing,* 11 of the survey respondents (44 percent) indicated they strongly agree and eight of the survey respondents (32 percent) reported they moderately agree (*see Table 8).* Table 9 illustrates that 10 of the survey respondents (40 percent) stated that they either strongly agree and eight respondents (32 percent) specified they moderately agree regarding their *ability to evaluate students' content and rhetoric*.

Table 8

Respondents' Ability to Respond to Students' Writing

Response	**Number (N=25)**	**Percentage**
Strongly Agree	11	44%
Moderately Agree	8	32%
Agree slightly more than disagree	2	8%
Disagree slightly more than agree	0	0%
Moderately Disagree	3	12%
Strongly Disagree	1	4%

Table 9

Respondents' Ability to Evaluate Students' Content and Rhetoric

Response	**Number (N=25)**	**Percentage**
Strongly Agree	10	40%
Moderately Agree	8	32%
Agree slightly more than disagree	4	16%
Disagree slightly more than agree	0	0%
Moderately Disagree	3	12%
Strongly Disagree	0	0%

Respondents were asked to rate their agreement level concerning: *ability to assess students' grammar and mechanics skills*, 12 of the survey respondents (48 percent) indicated they strongly agree and seven of the survey respondents (28 percent) reported they moderately agree (*see Table 10).*

Table 10

Respondents' Ability to Assess Students' Grammar and Mechanics Skills

Response	**Number (N=25)**	**Percentage**
Strongly Agree	12	48%
Moderately Agree	7	28%
Agree slightly more than disagree	4	16%
Disagree slightly more than agree	0	0%
Moderately Disagree	2	8%
Strongly Disagree	0	0%

Finally, survey respondents were asked to rate their agreement level to the following statement: *I am confident in my ability to provide students with documents (i.e. within course syllabi and/or other handouts) to help them understand the purpose, formatting, and grading criterion of their writing assignments.* Table 11 illustrates that 11 of the respondents (44 percent) stated that they strongly agree, and eight respondents (32 percent) specified they moderately agree with this statement.

Table 11

Respondents' Ability to Provide Students with Documents (i.e. Within Course Syllabi and/or Other Handouts) to Help Understand the Purpose, Formatting, and Grading Criterion Writing Assignments

Response	**Number (N=25)**	**Percentage**
Strongly Agree	11	44%
Moderately Agree	8	32%
Agree slightly more than disagree	3	12%
Disagree slightly more than agree	1	4%
Moderately Disagree	2	8%
Strongly Disagree	0	0%

The last component of the survey requested that respondents list the undergraduate courses they teach, indicate the number of writing assignments for each course, and whether they allow and/or require revisions. This closing question was included to gain insight on the variety of writing assignments required by these faculty members. Two of the 25 undergraduate faculty members did not answer the survey question. Therefore, the response rate for the final question

was 31 percent. Interestingly, the two SHPS faculty members, who did not answer the final inquiry, both responded *moderately disagree* to all of the seven components within the self-efficacy study instrument.

The researcher included the following definitions:

- *Formal Writing Assignment:* It requires students to submit finished, polished pieces of writing (e.g. lab reports, research papers, literature reviews).
- *Informal Writing Assignment:* It encourages preparatory, exploratory engagement in course materials (e.g. journals, quick writes, response papers, in-class worksheets, learning logs).

These definitions were presented to clarify with the intent of standardizing respondents' comprehension of the final question regarding what constitutes a formal versus informal writing assignments in this study. The researcher also sought to learn about respondents' revision policies. Table 12 depicts the total number of formal writing assignments the survey respondents require in their undergraduate courses.

Table 12

Formal Writing Assignments in SHPS and SOM Undergraduate Courses

Courses (N=39)	**Total Number of Formal Writing Assignments**	**Average Number of Formal Writing Assignments**
2 (100-level Courses)	3	1.5
7 (200-level Courses)	15	2.2
18 (300-level Courses)	57	3.2
12 (400-level Courses)	15	1.3

Table 13 depicts the total number of informal writing assignments the survey respondents require in their undergraduate courses. Faculty members assigned on average 4.6 informal writing

assignments per course in all 39 undergraduate classes mentioned in this survey (*see Table 13*). As tables 12 and 13 indicate, these SHPS and SOM faculty members provide their undergraduate students within the 300-level and 400-level classes a greater amount of writing assignments.

Table 13

Informal Writing Assignments in SHPS and SOM Undergraduate Courses

Courses (N=39)	**Total Number of Informal Writing Assignments**	**Average Number of Informal Writing Assignments**
2 (100-level Courses)	0	0
7 (200-level Courses)	14	2
18 (300-level Courses)	103	5.7
12 (400-level Courses)	63	5.3

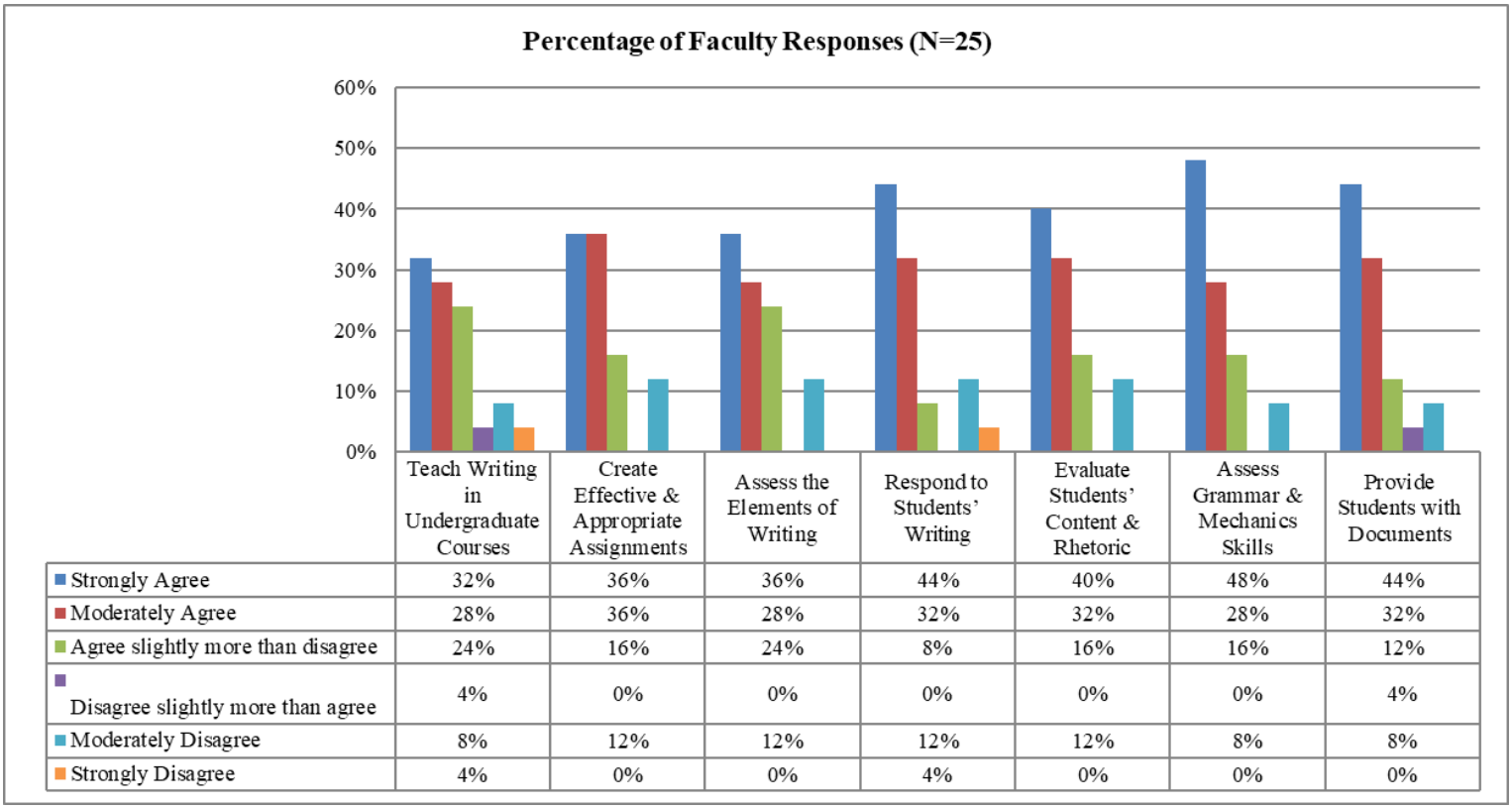
The final faculty survey question about revision policies revealed that 11 of the survey respondents (48 percent) do *not allow* their undergraduate students to revise any writing assignments (*see Table 14)*.

Table 14

SHPS and SOM Undergraduate Faculty Members' Policy on Revising Writing Assignments

Response	**Faculty Members (N=23)**	**Percentage**
Not allowed	11	48%
Allowed	5	22%
Required	1	4%
Only on certain assignments	6	26%

University faculty members must hold advanced academic credentials to be recognized content experts within their fields. Faculty members, who are eligible for promotion and tenure process, are required to maintain a scholarship agenda while employed at their academic institutions (University X, 2016). One might assume that SHPS and SOM undergraduate faculty members feel efficacious concerning their own writing ability. This researcher sought to explore whether faculty members, who are required to conduct research and publish their writing as a part of their professional obligations, also felt efficacious regarding the specific writing instructional practices of assessing the elements of writing, providing feedback and evaluating students' writing, and providing documents within course syllabi and/or other handouts to help students understand writing assignments. Findings revealed that only 10 out of 25 of the survey respondents (40 percent) rated their confidence as *strongly agree* or *moderately agree* across all writing instruction components used in the self-efficacy study instrument. This suggests that 15 (60 percent) of them have less confidence in one or more of these writing instruction components. In Figure 4, the bar graph below depicts the undergraduate faculty members' responses to the survey's writing self-efficacy study instrument element. While 60 percent of survey respondents stated they *either strongly* or *moderately agree* in their ability to teach writing in their undergraduate course, 40 percent replied that they lack confidence at various levels.



	Teach Writing in Undergraduate Courses	Create Effective & Appropriate Assignments	Assess the Elements of Writing	Respond to Students' Writing	Evaluate Students' Content & Rhetoric	Assess Grammar & Mechanics Skills	Provide Students with Documents
Strongly Agree	32%	36%	36%	44%	40%	48%	44%
Moderately Agree	28%	36%	28%	32%	32%	28%	32%
Agree slightly more than disagree	24%	16%	24%	8%	16%	16%	12%
Disagree slightly more than agree	4%	0%	0%	0%	0%	0%	4%
Moderately Disagree	8%	12%	12%	12%	12%	8%	8%
Strongly Disagree	4%	0%	0%	4%	0%	0%	0%

Figure 4: Writing Self-Efficacy Study Instrument Element Findings

Focus Group

After conducting the online survey, the researcher composed the focus group discussion questions to gain further insight into faculty members' writing instructional practices used in undergraduate courses *(see Appendix F for the complete focus group protocol).* Since this focus group discussion was held in strict confidence, the session was conducted in a quiet, reserved classroom. However, Kreuger (1994) supports the usage of *mini-focus groups* with three participants when they have similar experiences and specialized knowledge. Since the three focus group participants shared similar backgrounds and experiences (i.e. full-time faculty members teaching in professional schools), they fit the *mini-focus group* criterion.

During the focus group discussion, the facilitator took general notes and recorded the conversation. Each of the three undergraduate faculty members (i.e. one from the SOM department and two from the SHPS department) were assigned a number. Then, the researcher

transcribed and reviewed the focus group recording to ensure an accurate translation. To code and analyze the focus group data, the researcher used the three factors (i.e. personal, behavioral, and environmental) from the triadic reciprocal relationship model within the social cognitive theory (Bandura, 1997) to help in determining patterns and themes related to faculty members' writing instructional practices used in undergraduate SOM and SHPS courses. Personal factors (e.g. knowledge and expectations), behavioral patterns (e.g. skills / actions), and environmental events (e.g. institutional support) all function as interacting factors that influence one another (Bandura, 1997). Following the focus group discussion analysis, there emerged the identification of two broader concepts of time and communication concerns.

Personal Factors.

During the focus group discussion, each member on the panel shared their knowledge and expectations for the required writing assignments in their undergraduate courses. Participant 1 stated students are asked to write two short assignments. "One will be a memo, and one will be a letter. Usually, I will like it [the assignment] to be one page because I want them to learn to be concise" (personal communication, March 10, 2017). Participant 2 requires only one *touchy-feely* writing assignment where the students are asked to write about their feelings (personal communication, March 10, 2017). Participant 3 stated students have "… to write at least one paper for each of my classes, and they present something as well" (personal communication, March 10, 2017). All participants agreed that they are surprised at some students' lack of writing skills. Even though these students have "… gone through supposedly and done this as a pre-requisite, … they still don't know the difference between a letter and a memo. I am still getting them signing *sincerely yours* on memos and letters are not perfectly done yet either" (Participant 1, personal communication, March 10, 2017). Additionally, Participant 3 claims that students struggle with research-based assignments. "We have to have a whole conversation about

credible sources versus non-credible, APA style - those simple citations in general" (Participant 3, personal communication, March 10, 2017). After discussing similar expectations for the required writing assignments, the focus group panel shared some differences. For example, Participant 1 stated the purpose of the writing assignments is *totally opposite* from Participant 2. Students must be able to write "…facts, figures, and results - not I believe, and I feel" (Participant 1, personal communication, March 10, 2017). The entire focus group panel was able to confidently share the expectations for the writing assignments requirements for their undergraduate courses.

Even with these expectations, the focus group expressed frustration and concern about some of their students' writing abilities. For instance, Participant 1 stated that students "…tend to write using a lot of passive voice which makes their writing not clear and concise. I am very particular and grade harshly on their grammar and the passive voice" (personal communication, March 10, 2017). The entire focus group panel agreed that their students' writing is frequently not *clear and concise*. "I get bogged down in the grammar and passive voice. I have to reread it [student's paper] and reread it. Then, I start to forget that I am supposed to be reading it for content" (Participant 1, personal communication, March 10, 2017). These instructional practices shared by the focus group panel suggest that they struggle with maintaining a balance between their writing expectations (e.g. voice) and the required course content. These types of writing instruction concerns shifted into the next factor of triadic reciprocal relationship model within the social cognitive theory (Bandura, 1997).

Behavioral Patterns.

In addition to the focus group participants expressing their knowledge and expectations of the writing assignments, they shared their behavioral patterns (e.g. skills / actions) for providing feedback and assessment. Regarding writing concepts (e.g. creating writing assignments, assessing the elements of writing, and providing feedback and evaluation to students' writing), they stated that they do not have any problem creating or writing the assignments. Additionally, Participant 1 felt "…pretty strongly that I have the skills to evaluate them. My concern and situation, and it's probably the reason why I only do one-page things [writing assignments] as well is time. Finding time to grade them" (personal communication, March 10, 2017). Participants 2 and 3 also agree that time management is an issue when it comes to grading writing assignments. With regard to assessing writing assignments, "I used to do more on the content and less on the writing until I saw how bad things [students' writing ability] were" (Participant 1, personal communication, March 10, 2017). The other two focus group members agreed with the idea of assessing more on writing skills. Participant 3 stated "I use a rubric. I give the students the rubric. There is content, grammar, and organization as well. It is the same rubric that I use for all my papers. So, they [students] are completely aware [of the expectations]" (personal communication, March 10, 2017). Even though only one of the focus group panel members uses a writing assignment rubric, the others agree that it is a *good idea*. "I really like it [the rubric] because when you have students that don't get the grade they really wanted, then they are like why? Then, I can show them exactly. The grade is not just my opinion" (Participant 3, personal communication, March 10, 2017). After listening to the group, Participant 1 states "I think I need to do more upfront rubrics. I don't even have a formal [rubric]" (personal communication, March 10, 2017). Although, the focus group participants agree that using formal rubrics are beneficial additions to their writing instructional practices,

they do not all take action and use them. Participant 3 stated that she uses her writing skills that she honed during her master's program to help critique the students' writing. "Let's face it; I really didn't get a whole lot from my undergraduate degree. Just because I feel my professors, in my master's degree, were a lot more critical on my writing. "… I feel like I have an enough base and experience that I can critique them [students]" (personal communication, March 10, 2017). Participant 2 adds, "It is one thing to critique them [students] and another thing to teach them. I don't think I have enough time to teach them. I am barely getting to the course content that I'm trying to teach" (personal communication, March 10, 2017). Since writing instruction takes class time, all participants agree they do not teach writing. "I am not saying that I mind critiquing them or pointing it out, but I don't think teaching them writing is what I should be doing" (Participant 1, personal communication, March 10, 2017). Moreover, students "…should come to class already knowing how to write. They are juniors and seniors. They have gone through high school and have supposedly done all those core courses that are supposed to teach them all of those things" (Participant 2, personal communication, March 10, 2017). Lastly, Participant 2 expressed "another skill for me would be to learn to grade these things faster or easier" (personal communication, March 10, 2017). The other participants agreed. Then, they shared different ways (e.g. using different colored highlighters and circling phrases on a rubric) they provide feedback and assessment. The entire focus group panel agreed that it was helpful to discuss and share different ideas for grading. Another behavioral pattern mentioned during this focus group discussion was how these faculty members do not provide their students with the opportunity to revise and edit writing assignments. For example, Participant 3 stated, "If it [the students' grades] is below 80 percent, then, for me, that is just not acceptable. So, I bring that to their attention. I do give them the option for a rewrite" (personal communication, March 10, 2017). Even though all members of the focus group panel shared that their undergraduate students

exhibit various writing issues, these faculty members do not require students to revise any writing assignments. Similarly, the survey data also depicts few faculty members have a revision policy. In fact, only 26 percent of survey respondents stated that their undergraduate students are *allowed* or *required* to revise writing assignments (*see Table 14*). This may also suggest these faculty member participants may view student revising opportunities as a time management issue because of their required course objectives.

Environmental Events.

Regarding environmental events, the focus group participants discussed what type of institutional support would be beneficial in assisting with teaching writing in their undergraduate courses. Participant 2 stated that it would be helpful if the university made sure the students did not "…get out of their freshman and sophomore classes without knowing how to write" (personal communication, March 10, 2017). Additionally, a participant mentioned taking part in a *Writing Across the Curriculum* program years ago. "We discussed how writing affects every discipline, not just English or humanities that sort of thing. But I don't know whatever happened to that. We need to start that up again" (Participant 1, personal communication, March 10, 2017). Writing Across the Curriculum (WAC) refers explicitly to the writing instruction occurring in collegiate program courses other than those offered by composition or writing programs, which is usually often housed in the English Department (Bazerman et al., 2005). The entire focus group panel agreed that maintaining frequent communication with other departments is important when discussing writing instruction. Additionally, Participant 2 suggested offering classes with a *"W" attribute* involving intensive writing (e.g. reflective paper, research-based paper, and different ways to use citation) that is also part of that general education requirements (personal communication, March 10, 2017). "Students think of us as a trade school sometimes, and they don't understand how things link together. In a profession, I am not training you just to

do accounting. You have to know how to write" (Participant 1, personal communication, March 10, 2017). Additionally, Participant 3 stated "we would be doing them a disservice if we didn't expect that from them" (personal communication, March 10, 2017).

Regarding building collegiate relationships and increasing institutional support, Participant 1 stated the *university* [educational leaders] should "reach out to the professional schools. Work with us. Find out what we want" (personal communication, March 10, 2017). The other focus group panel members also agreed with this rationale for building stronger relationships and increased support between academic departments. Additionally, the participants discussed building relationships and support with the writing center. "Since we are professional schools and not just liberal arts, some things (e.g. writing tutors) need to be tailored" (Participant 1, personal communication, March 10, 2017). All participants agreed they want to have better communication with the writing center staff members, so the instructional support can be tailored to the professional schools' needs.

Identification of Broader Themes

After conducting the preliminary analysis of the focus group's findings, there were two broader concepts emerging from using the triadic reciprocal relationship between the three factors (i.e. personal, behavioral, and environmental) of the social cognitive theory (Bandura, 1997). The researcher grouped them into larger themes. In Figure 5, the graphic organizer below represents these broader themes.

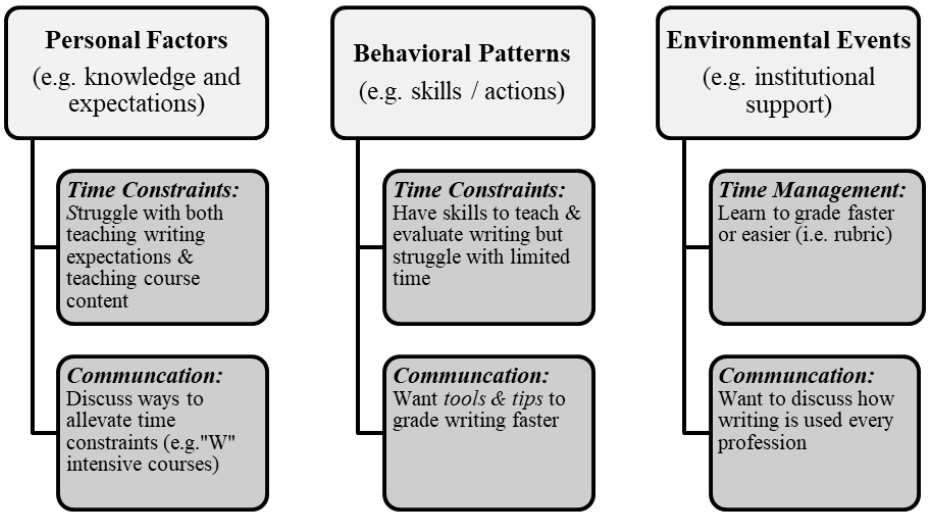


Figure 5: Focus Group's Broader Themes

While the focus group participants expressed their knowledge and writing expectations (i.e. personal factors), the concerns with both time and communication were prevalent. These concerns had an impact on behavioral patterns (e.g. skills / actions) which leads these faculty members to discuss ideas for attaining institutional support (i.e. environmental events). Although the focus group participants agree their students' writing is frequently not *clear and concise*, they struggle with focusing on writing assignment expectations, such as grammar, formatting (e.g. APA), and voice issues (e.g. word usage) while teaching required course content. For example, faculty members getting *bogged down* with word usage and grammatical issues rather than focusing on content. Participant 1 felt "…pretty strongly that I have the skills to evaluate them. My concern and situation, and it's probably the reason why I only do one-page things [writing assignments] as well, is time. Finding time to grade them" (personal communication, March 10, 2017). Participants 2 and 3 also agree that time constraints are issues when it comes to assessing writing assignments. According to Participant 2, "it is one thing to

critique them [students] and another thing to teach them. I don't think I have enough time to teach them. I am barely getting to the course content that I'm trying to teach" (personal communication, March 10, 2017). All the participants shared that their undergraduate students exhibit various writing issues; however, they do not require their students to revise any writing assignments. Even though students, who engage in the revision process, tend to produce better writing (Axelrod & Cooper, 2013; Kirszner & Mandell, 2015), these faculty members do not teach writing because of time constraints. Participant 3 discussed using the same rubric for all of his or her writing assignments. By providing students with the criterion (i.e. content, grammar, and organization), they are completely aware of the expectations (personal communication, March 10, 2017). Even though only one of the focus group panel members uses a writing assignment rubric, the others agree that it is a *good idea* and want to learn to grade writing assignments *faster or easier* (i.e. rubric). All focus group participants agreed that using formal rubrics would be beneficial additions to their writing instructional practices as well as their time management concerns. Developing and implementing these types of established grading criteria for courses in the SOM and SHPS professional schools would require cooperation between their colleagues or other departments (e.g. writing center) within the higher education institution. This leads into the other theme of communication concerns.

The focus group participants suggested communication with other departments and the writing center to generate some ideas to help alleviate some of time constraints with teaching writing and teaching course content. For example, as part of students' general education requirements, they might be offered classes with this "*W" attribute* course involving intensive writing that could be tailored more towards professional school programs. (Participant 2, personal communication, March 10, 2017). Additionally, Participant 1 mentioned wanting *tools and tips* to make grading and providing student feedback more efficient. In order to develop and

implement these types of established grading criteria within courses in the SOM and SHPS professional schools, it would require communication between various departments with the higher education institution to discuss *faster* and *easier* ways to assess and evaluate students' writing. Moreover, the focus group panel shared wanting to build collegiate relationships and increasing institutional support to discuss how writing is used in every profession. For example, one participant mentions taking part in a *Writing Across the Curriculum* program years ago. "We discussed how writing affects every discipline, not just English or humanities that sort of thing. But I don't know whatever happened to that. We need to start that up again" (Participant 1, personal communication, March 10, 2017). The entire focus group panel agreed that maintaining frequent communication with other departments is important and helpful when discussing their writing instructional practices. The university should "reach out to the professional schools. Work with us. Find out what we want" (Participant 1, personal communication, March 10, 2017). The other focus group panel members also agreed with this rationale for building stronger relationships and increased support between academic departments. Additionally, the participants discuss building relationship and support with the writing center. "Since we are professional schools and not just liberal arts, some things (e.g. tutoring) need to be tailored" (Participant 1, personal communication, March 10, 2017)

Observational Techniques (Document Review with Post-debriefing Meetings and Classroom Observations)

After facilitating the focus group discussion, the researcher conducted the following observational techniques: document review with post-debriefing meetings and classroom observations. For the document review portion, this researcher reviewed the undergraduate course syllabi and any writing assignment student handouts from two of the focus group

participants representing two different higher education professional schools (i.e. business and health sciences). Each of these faculty members provided syllabi from four of their undergraduate courses (*see Table 15*).

Table 15

Reviewed Course Syllabi List by Professional School

Courses (N=8)	**Business**	**Health Science**
(200-level Courses)	Financial Accounting Managerial Accounting	
(300-level Courses)		Basics of Radiation Therapy Introduction to Radiation Therapy Patient Care and Management Technical Radiation Therapy
(400-level Courses)	Auditing Advanced Accounting Problems	

Using a checklist (i.e. *Appendix B: Undergraduate Faculty Document Review Rubric for Writing Assignments)*, these provided course documents were evaluated. To gain further insight into these undergraduate faculty members' writing instructional practices, post-debriefing meetings were conducted *(see Appendix F for the complete post-debriefing meeting protocol).* During these post-debriefing meetings, the facilitator took general notes and recorded the sessions. The faculty members (i.e. one from the SOM department and one from the SHPS department) were assigned numbers. After coding and analyzing the document review and post-debriefing meetings data, the researcher discovered the identical two broader themes (i.e. time and communication concerns) found within the focus group discussion dataset.

After examining the focus group discussion findings, the researcher was interested in narrowing the insight into these undergraduate faculty members' perspectives on their writing instructional practices. Consequently, the document review with post-debriefing meetings was conducted in two portions. In the first part, the researcher reviewed all eight undergraduate course syllabi (i.e. four from a SOM faculty member and four from a SHPS faculty member) looking for the number and types of both formal and informal writing assignments. In the second section, this researcher reviewed the same syllabi and any auxiliary student handouts relating to writing assignments to look for specific writing instruction factors (i.e. purpose/audience, formal assignment description, grading criteria, formatting instructions, and writing process discussion). During their post-debriefing meetings, these undergraduate faculty members were asked questions that would allow them to elaborate on both portions of this final dataset.

During the first portion of the document review, the researcher began looking for the number and types of both formal and informal writing assignments. Table 16 depicts a breakdown of the total number of formal writing assignments found in the reviewed undergraduate course syllabi. Of the eight undergraduate classes reviewed, these faculty members specified only eight required formal writing assignments (i.e. research papers and reports).

Table 16

Formal Writing Assignments found in Reviewed Course Syllabi

Courses (N=8)	**Total Number of Formal Writing Assignments**	**Average Number of Formal Writing Assignments**
2 (200-level Courses)	3	1.5
4 (300-level Courses)	3	.75
2 (400-level Courses)	2	1.0

Concerning informal writing assignments (e.g. journals, quick writes, response papers, in-class worksheets, learning logs), this researcher was unable to find any within the course syllabi or auxiliary student handouts (*see Table 17*). Surprisingly, the survey data depicts a greater number of writing assignments provided by the faculty members. Out of the 39 undergraduate courses mentioned, the respondents required an average of 2.3 formal writing assignments per class and an average of 4.6 informal writing assignments per class (*see Tables 12 and 13*). Since informal writing assignments are not always included in the course syllabi, this researcher asked for clarification during the post-debriefing meetings.

Table 17

Informal Writing Assignments found in Reviewed Course Syllabi

Courses (N=8)	**Total Number of Informal Writing Assignments**	**Average Number of Informal Writing Assignments**
2 (200-level Courses)	0	0
4 (300-level Courses)	0	0
2 (400-level Courses)	0	0

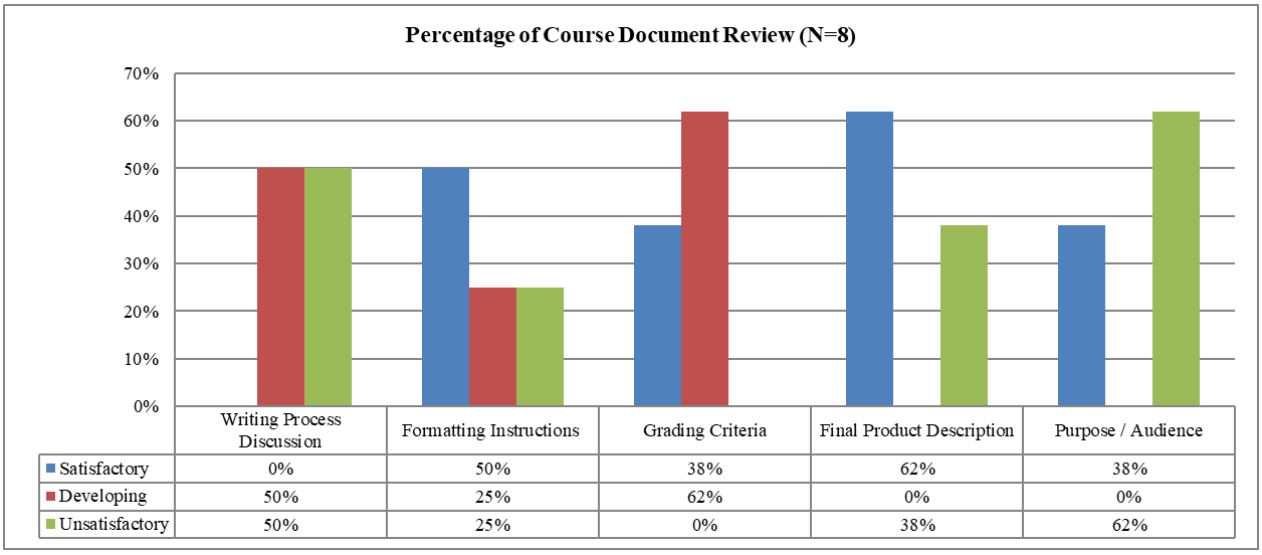
To attempt to understand the discrepancy between the survey and document review datasets concerning writing assignments, the researcher conducted post-debriefing meetings to ask these faculty members if they give their students opportunities to complete informal writing assignments (e.g. journals, quick writes, response papers, in-class worksheets, learning logs). Faculty Member 1 has students write short essays on exams and some of the homework requires a writing component. "However, I don't do journaling or any formal assignments that are specifically related to writing" (Faculty Member 1, personal communication, June 13, 2017). Faculty Member 2 assigns maybe three informal writing assignments. The first two are small and standard. The students complete an APA assignment and write an abstract (personal

communication, June 6, 2017). The final informal writing assignment involves students to research a question about a topic that was just discussed in class for 10-15 minutes. Students "write up a little bit of what they found. Then, we come back together and discuss it" (Faculty Member 2, personal communication, June 6, 2017). After clarifying the faculty members' use of informal writing assignments, their post-debriefing responses support the survey data.

In the second part of the document review, the researcher looked for the formal writing factors (i.e. purpose/audience, formal assignment description, grading criteria, formatting instructions, and writing process discussion). Using the following level of performance descriptions, the researcher assessed each writing assignment mentioned in the course syllabi and/or assignment handouts:

- *Satisfactory – 3*: Within the document, the undergraduate faculty member mentions and explains all or most of the factors within the specific criteria (i.e. purpose/audience, final assignment description, grading criteria, formatting instructions, and writing process discussion).
- *Developing – 2*: Within the document, the undergraduate faculty member mentions and explains only one or two of the factors within the specific criteria.
- *Unsatisfactory – 1*: Within the document, the undergraduate faculty member does not mention or explain any of the factors within the specific criteria.

In Figure 6, the bar graph below depicts the evaluation of undergraduate faculty members' use of formal writing factors.



	Writing Process Discussion	Formatting Instructions	Grading Criteria	Final Product Description	Purpose / Audience
Satisfactory	0%	50%	38%	62%	38%
Developing	50%	25%	62%	0%	0%
Unsatisfactory	50%	25%	0%	38%	62%

Figure 6: Undergraduate Faculty Document Review Findings

For the first factor, the researcher found five (62 percent) of the documents reviewed failed to mention *purpose and audience.* This particular writing assignment factor is also lacking in United States higher education institutions across disciplines (Melzer, 2009). Nonetheless, three (38 percent) course syllabi did satisfactorily provide an explanation for both purpose and audience (*see Figure 6).* For instance, "students are required to research, investigate and provide a written report on a Hospital or Health Care Organization – this can be a real or fictitious organization. For this exercise, you [students] are the Manager of a Radiation Oncology Department" (Faculty Member 2, personal communication, May 3, 2017). This example provides students with a clear, concise statement relating to purpose and audience. Concerning the formal writing assignment second factor, this researcher found three (38 percent) course syllabi did not provide a *final product description.* Although, five (62 percent) of the documents reviewed provided a satisfactory description for this particular criterion (*see Figure 6).* Such as, students are required to prepare a report for a president of a company. Faculty Member 1 provides the students with the following guidelines:

1. Cover page
2. Report narrative discussing the 3 issues mentioned
3. Use the format provided. The narrative must be single-spaced within paragraphs and double-spaced between paragraphs. It must not exceed 2 pages.
4. Calculation support. Each requirement (1-4) in the problem must be printed on a separate page. Be sure to include adequate descriptions for your tables and calculations (personal communication, June 5, 2017).

Using these types of auxiliary student handouts help gain a deeper insight into the instructional practices that faculty members use to teach writing. Moreover, these undergraduate faculty members exhibit more knowledge and utilization of the final *product description* factor.

With regard to *grading criteria*, this formal writing factor is the only one that these faculty members did not receive an *unsatisfactory* rating. The researcher found five (62 percent) of the syllabi reviewed were rated as *developing* because they just mention a course grading scale without providing a detailed correlation to any specific writing assignment. However, three (38 percent) course syllabi did satisfactorily provide a grading rubric (i.e. analytic and holistic models) for the grading criteria (*see Figure 6)*. Concerning the formal writing assignment fourth factor, this researcher found two (25 percent) course syllabi did not provide any *formatting instructions*. Additionally, only 2 (25 percent) of the reviewed documents were rated as *developing* because they just mention one or two of the components within the specific category. Nonetheless, four (50 percent) of the documents reviewed provided a satisfactory description for formatting guidelines (*see Figure 6)*. For instance, "all written work for this course should be submitted in typed fashion with a size 12 font. Minimum of 5 pages of text,

with 5 credible sources need to be used in APA format" (Faculty Member 2, personal communication, May 3, 2017). This example provides students with a clear, concise statement in relation to formatting instructions.

For the final writing factor of *writing process discussion*, the researcher found none of the reviewed documents provided enough information to be rated as *satisfactory*. In fact, the researcher found four (50 percent) of the documents reviewed failed to mention a *writing process discussion* (e.g. peer review and revision). Nevertheless, four (50 percent) of the syllabi reviewed were rated as developing because they mention receiving help from the university writing center if necessary. Under the syllabus subheading *Focus on Writing*, Faculty Member 2 states, "The ability to write clearly and effectively is a focal point of the program. Students requiring assistance in this area are encouraged to visit the writing center" (personal communication, May 3, 2017). To attain greater insight into these undergraduate faculty members' perspectives on these formal writing factors (i.e. purpose/audience, formal assignment description, grading criteria, formatting instructions, and writing process discussion), the researcher asked them which one gives them the most difficulty. Based on the document review findings, their responses were not surprising. Both faculty members stated the *writing process discussion* gives them the most difficulty. According to Faculty Member 1, "I try to talk about what I expect with writing. I don't know how that is really received because what I get back is not usually what I anticipated" (personal communication, June 13, 2017). In the course syllabi, there is the writing assignment description, and the rubric is always available to the students. Nevertheless, "students need to come see me if they have any issues" (Faculty Member 2, personal communication, June 6, 2017). Despite the fact Faculty Member 2 "… has been fairly clear, some students' papers are still off base" (personal communication, June 6, 2017). Even though these faculty members both share their writing expectations with students, they expressed

a need to improve communication when it comes to the *writing process discussion* (e.g. encourage students to take a draft to the writing center, allowing students to conduct peer reviews, and/or allowing a rewrite).

To conclude the post-debriefing meetings, this researcher asked the following question: Concerning formal writing assignments (e.g. lab reports, research papers, literature reviews), which writing instruction concepts (e.g. creating writing assignments, assessing the elements of writing, and providing feedback and evaluating students' writing) give you the greatest challenge? Concerning these writing instruction concepts, *assessing the elements of writing* gives Faculty Member 2 the greatest challenge. "With content, I know what I am looking for, and I know what they [students] need to develop in those areas. But again, I am not an English major. So, that is something I tend to struggle with myself" (Faculty Member 2, personal communication, June 6, 2017). According to Faculty Member 1, *providing feedback on students' writing* gives the greatest challenge. "Time management is an issue. Now, that we [faculty members] have so many online classes where you have to give the feedback again online, it slows things down for me. I am very much the old school using paper and pencil" (Faculty Member 1, personal communication, June 13, 2017). These responses led the researcher to ask these faculty members to share one or two initiatives the university should do in order to increase faculty self-efficacy regarding writing instruction. Faculty Member 2 stated having *consistency* would be beneficial. "There is a term called *Writing Across the Curriculum*. I was at another institution, and that was something where we worked on making sure writing was an important piece of every class that was taught" (Faculty Member 2, personal communication, June 6, 2017). Although having consistency across the entire university would be wonderful, department consistency would be more realistic. "For instance, they [students] may have different instructors, but for the same course they should have this type of paper. I

think for assessment and outcomes too. It would be easier to collect data then" (Faculty Member 2, personal communication, June 6, 2017). This concept of having consistency by using the Writing Across the Curriculum (WAC) approach was also communicated during the focus group discussion. With regard to developing and implementing institutional initiatives to increase faculty self-efficacy confidence relating to writing instruction, Faculty Member 1 suggested training in the areas of "… how to grade faster and give better feedback faster. Tools and tips like that would be helpful" (personal communication, June 13, 2017). Another suggestion for improving faculty confidence relating to their writing instructional practices is to increase communication with the writing center in order for students to receive a more *school-specific* tutorial support. These professional schools (i.e. SHPS and SOM) have "…different formats for their kind of writing because they are going to have totally different issues to deal with" (Faculty Member 1, personal communication, June 13, 2017). By students receiving this type support outside of the classroom, it may provide more time for faculty to focus on the required course content. Since these faculty members expressed needing more communication concerning writing instruction within their departments, increasing communication (e.g. faculty development sessions) may help them to expand their writing instructional practices and elevate some of the time constraints within these undergraduate courses.

While the document review with individual post-debriefing meetings provided some understanding of their writing instructional practices, it is important to witness these faculty members' teaching in action. To gain a deeper insight, this researcher conducted classroom observations and took fieldnotes related to writing instructional practices *(see Appendix I for the classroom observational tool).* Each of these observations involved one 300-level course from the School of Health Professions and Studies (SHPS) and School of Management (SOM).

Additionally, both faculty members invited the researcher to observe the first day of class. During each classroom observation, the researcher was provided with an explanation of the course syllabus and the supplemental handouts related to writing assignments.

For the first classroom observation, the researcher observed a *Technical Radiation Therapy* class. This course is designed to introduce students to the technical aspects of Radiation Oncology. In addition, this course will further enhance students' knowledge for the clinical practicum portion of this program" (Faculty Member 2, personal communication, January 8, 2020). This six-student cohort is in their second year of the Bachelor of Science in Radiation Therapy. At the beginning of class, their faculty member asked the students how their clinical placements were going? One of students mentioned being confused about the forms because they *look different*. This led into a discussion of informal writing assignment specific to this particular health science profession. Faculty Member 2 stated that all these forms are required and must have the same information. However, different hospitals may have the various questions in different order. Additionally, Faculty Member 2 stated with practice and time, these forms will become easier to complete. These statements seem to help alleviate the students' stress and concerns about completing their required medical forms.

According to Faculty 2, "the ability to write clearly and effectively is a focal point of the Radiation Therapy" (personal communication, January 8, 2020). Concerning formal writing assignments, these students were required to write a minimum 5-page research paper on an assigned special procedure and/or emerging technology in the field of radiation oncology. Using the *first come, first serve method*, the faculty member stated students will have the opportunity to pick from one of the following topics:

- Tomotherapy
- Stereotactic radiosurgery cyberknife, linac, gamma knife

- Carbon ion therapy or heavy particle therapy
- Breast brachytherapy (then and now)
- Proton therapy
- Intra-operative radiation therapy
- Hyperthermia
- Theraspheres or microspheres (Faculty Member 2, personal communication, January 8, 2020).

Using a formal rubric, these research papers are graded on content, format, and style. Within the content category, students are assessed on development of background, use of sources and details, depth of insight/analysis, and effective conclusion. For the writing element of style, students are required to have clear organization, use smooth transitions, correct grammar and spelling. Regarding the format, this faculty member revised the assignment requirements from using American Psychological Association (APA) to American Medical Association (AMA) formatting style. Faculty Member 2 stated she made this change because *the use of footnotes* made it easier to check students' sources and faster to grade.

Another caveat to this formal writing assignment is for the students to conduct a PowerPoint presentation to inform their other cohort members of their research topic. Similarly, there is also formal rubric used for assessing these oral presentations. These students are evaluated on the following six criteria: 1) organization, 2) content/ knowledge of subject matter, 3) visuals, 4) mechanics, 5) delivery, and 6) professionalism (Faculty Member 2, personal communication, January 8, 2020). While these presentations are not thought of a typical formal writing assignment, this instructional practice helps students shift from the concept of *learning to write* about a specific topic within the radiation oncology field to a more *writing to learn* concept.

For the second classroom observation, the researcher observed an *Income Tax Preparation* class. The following is the course description: "The course is developed to coordinate and conduct the Volunteer Income Tax Assistance (VITA) Program, an IRS sponsored program to provide low-to-moderate income taxpayers with free income tax preparation services" (Faculty Member 1, personal communication, January 18, 2020). This service-learning course is partial fulfillment of the requirements for the Bachelor of Business Administration degree in Accounting. Additionally, the curriculum provides students income tax knowledge and skills to prepare Federal, State, and City income tax returns for low-to-moderate income taxpayers. These students will be using the tax preparation software (i.e. *TaxSlayer*) provided by the Internal Revenue Service (IRS). According to Faculty Member 1, students will be provided the opportunity to practice interpersonal skills, "such as interviewing clients, handling angry, dissatisfied clients, and teamwork, and administrative skills, such as performing in-take and reviewer roles" (personal communication, January 18, 2020).

Regarding the accounting course exams, the IRS required five exams for certification as a volunteer tax preparer, reviewer, and intake person. They are as follows:

1. Volunteer Standards of Conduct
2. Intake/Review Process
3. Basic Level
4. Advanced Level
5. Foreign Student

Using the Volunteer Income Tax Assistance (VITA) Program, students' grades are based on their hours of tax service. Regarding writing instruction, this accounting course does not offer the typical formal writing assignments (i.e. submit finished, polished pieces of writing), such as lab

reports, research papers, and literature reviews. However, the completion of tax forms (e.g. Form 13614-C) are graded and reviewed by the faculty member then submitted to the IRS. By providing free tax service (i.e. filling our tax return forms) for people at the local public library, these 12 students will be given the opportunity to practice the necessary writing skills and style details (e.g. tone, voice, audience, format) required to communicate information effectively within specific business professional fields.

To summarize, the purpose of this mixed-methods study was to explore undergraduate faculty self-efficacy (i.e. confidence) about teaching writing and their writing instructional practices used within professional schools. After collecting the quantitative data, the researcher found 60 percent of survey respondents stated they *either strongly* or *moderately agree* in their ability to teach writing in their undergraduate course and 40 percent replied that they lack confidence at various levels (*see Figure 4)*. Since this quantitative data only provided this superficial knowledge, qualitative datasets were necessary to collect in order to provide a deeper understanding (Hsieh et al., 2007). Utilizing the triadic reciprocal relationship between the three factors (i.e. personal, behavioral, and environmental) of the social cognitive theory (Bandura, 1997) as a lens, the researcher conducted the following qualitative datasets: focus group discussion and other observational techniques (i.e. document review with post-debriefing meetings and classroom observations). After observing these findings, the researcher discovered common concerns emerging related to communication and time (i.e. time management skills and time constraints).

Chapter Five: Conclusion

This dissertation study was designed and implemented to explore SHPS and SOM members' knowledge of writing instruction and feelings of self-efficacy (i.e. confidence) about teaching writing and their writing instructional practices within their undergraduate courses. By gaining a better understanding of instructional practices, educational leaders and faculty members may be better able assist students in meeting the writing demands specific to their professional fields. This final chapter is divided into three essential sections. In the first section, the researcher used Albert Bandura's social cognitive theory as a lens to further analyze the data concerning faculty members' instructional practices within the specific domain of writing instruction (i.e. assess the elements of writing, provide feedback on students' writing, and evaluate students' writing). The next section discusses the two broader themes supported throughout the triangulated datasets (i.e. faculty survey, focus group, and the observational techniques). In the final section, the researcher makes recommendations for alleviating some of the concerns these undergraduate faculty members encounter when teaching writing within their SOM and SHPS courses.

Social Cognitive Theory Data Analysis

As stated previously, this researcher collected and analyzed the triangulated datasets moving from a wide-ranging perspective to a more specific perspective *(see Figure 3)*. The researcher started out with a broad participant forum (i.e. undergraduate faculty survey), then moved towards narrow participant forums (i.e. focus group discussion and the observational techniques of document review with post-debriefing meetings and classroom observations). To analyze the datasets, this researcher used Albert Bandura's social cognitive theory as a lens to explore higher education faculty members' writing instructional practices within their SOM and SHPS undergraduate courses.

In Figure 7, the graphic organizer below depicts a matrix of the data analysis in relation to the dissertation study's overarching research question: To what extent do the personal factors (e.g. knowledge and expectations), behavioral patterns (e.g. skills / actions), and environmental events (e.g. institutional support) impact faculty members' ability to deliver professional writing instruction within their undergraduate courses? By utilizing the triadic reciprocal relationship of the social cognitive theory (Bandura, 1997) as a guide, the researcher analyzed the data concerning the personal factors, behavioral patterns, and environmental events relating to these faculty members' writing instructional practices (i.e. assess the elements of writing, provide feedback on students' writing and evaluate students' writing) used in their undergraduate courses. After analyzing the personal factors, behavioral patterns, and environmental events concerning these instructional practices, the researcher discovered common concerns with communication and time (i.e. time management skills and time constraints) shared in these writing domains that involve the need for institutional support.

Social Cognitive Theory: Triadic Reciprocal Relationship

Writing Instructional Practices	Personal Factors (e.g. knowledge and expectations)	Behavioral Patterns (e.g. skills / actions)	Environmental Events (e.g. institutional support)
Assess the Elements of Writing	**Survey:** • 36% - strongly agree regarding their ability to assess the elements of writing • 48% - strongly agree regarding their ability to assess students' grammar and mechanics skills **Focus Group:** • *Time Constraint Concern*: Struggle with focusing on writing assignment expectations, such as grammar, formatting (e.g. APA), and voice issues (e.g. word usage) while teaching required course content **Observational Techniques:** • *Communication Concern*: Even though they share expectations with students, they expressed a need to improve communication when it comes to the writing process discussion factor.	**Survey:** • On average, faculty assign 2.3 formal writing assignments and 4.6 informal writing assignments per undergraduate class. **Focus Group:** • *Time Management Concern*: While having the confidence to assess writing, they lack the time to grade so provide few assignment**s.** **Observational Techniques:** • *Time Constraint Concern*: Of the 8 syllabi reviewed, the average class has one formal & no informal writing assignment. The post-document review meetings, yielded similar results to the survey data (e.g. few informal writing assignments).	**Survey:** • 28% - attended CLT workshops or programs related to writing instruction **Focus Group:** • *Time Management Concern*: They want to learn to grade writing assignments "faster or easier". • *Communication Concern*: Maintaining communication with other departments & the writing center to discuss "how writing affects every discipline" (i.e. WAC) **Observational Techniques:** • *Time Management / Communication Concern*: They want trainings on grading faster, providing better feedback & more department consistency (i.e. WAC).
Provide Feedback on Students' Writing	**Survey:** • 44% - strongly agree regarding their ability to provide feedback on students' writing • 48% - stated undergraduate students are not allowed to revise any writing assignments **Focus Group:** • *Time Constraint Concern*: Struggle with balancing teaching writing and teaching the required course content **Observational Techniques:** • *Time Constraint / Communication Concern*: 50% of the documents reviewed failed to mention a writing process discussion (e.g. peer review and revision).	**Survey:** • 44% - strongly agree regarding their ability their ability to provide students with appropriate writing assignment documentation • 48% - stated undergraduate students are not allowed to revise any writing assignments **Focus Group:** • *Time Constraint Concern*: Do not require students to revise any writing assignments - time constraints with required course content. **Observational Techniques:** • *Time Management / Communication Concern*: 50% of the documents reviewed failed to mention a writing process discussion (e.g. peer review and revision).	**Survey:** • 28% - attended CLT workshops or programs related to writing instruction **Focus Group:** • *Time Constraint / Communication Concern*: Do not teach writing because of time constraints with course content. "It is one thing to critique students and another thing to teach them. • *Communication Concern*: Maintaining communication with other departments & the writing center to discuss "how writing affects every discipline" (i.e. WAC, offer "W attribute" classes as part of general education requirements) **Observational Techniques:** • *Time Management / Communication Concern*: They want trainings on grading faster, providing better feedback & more department consistency (i.e. WAC).
Evaluate Students' Writing	**Survey:** • 40% - strongly agree regarding their ability to evaluate students' writing **Focus Group:** • *Time Management Concern*: Even though they have confidence in evaluate students' writing, grading takes too much time. **Observational Techniques:** • *Time Constraint / Communication Concern*: With content and students' needs, they know what they want. However, they struggle because they are not "English majors".	**Survey:** • 40% - strongly agree regarding their ability to evaluate students' writing • 48% - strongly agree regarding their ability to ability to assess students' grammar and mechanics skills **Focus Group:** • *Time Constraint Concern*: Even though, faculty members are confident in skills to evaluate, they do not teach writing because of time constraints with course content. **Observational Techniques:** • *Time Management / Communication Concern*: Even with *fairly clear* expectations provided, some students' papers are still off base.	**Survey:** • 28% - attended CLT workshops or programs related to writing instruction **Focus Group:** • *Time Management / Communication Concern*: They want to learn to grade writing assignments "faster or easier" (i.e. rubric) • *Communication Concern*: Maintaining communication with other departments & the writing center to discuss "how writing affects every discipline" (i.e. WAC) **Observational Techniques:** • *Time Management / Communication Concern*: They want trainings on grading faster, providing better feedback & more department consistency (i.e. WAC).

Figure 7: Data Analysis Matrix

Personal Factors.

Regarding the *personal factors* (e.g. knowledge and expectations) of the social cognitive theory (*see Figure 7*), the faculty survey respondents (36 percent) are confident in their knowledge and expectation within the writing domain of assessing the elements of writing (e.g. voice, audience, secondary sources, formulating an argument, APA/MLA format). Moreover, almost half of the respondents (48 percent) strongly agree in their ability to assess students' grammar and mechanical skills. When analyzing the focus group discussion in relation to assessing the elements of writing, the participants also expressed their confidence in this writing domain. However, they struggle with focusing on writing assignment expectations, such as grammar, formatting (e.g. APA), and voice issues (e.g. word usage) while teaching required course content. Since their students' writing is frequently not *clear and concise*, faculty members become *bogged down* with these writing assignment expectations. This causes faculty members to read students' papers multiple times in order to gauge mastery of the course content. Attempting to balance these writing assignment expectations while teaching their required course content has identified a time constraint concern. After analyzing the document review with post-debriefing meetings, another concern affecting faculty members' instructional practices for assessing the elements of writing is communication. Even though they share expectations with students, they expressed a need to improve communication when it comes to the writing process discussion factor (e.g. encourage students to take a draft to the writing center, allowing students to conduct peer reviews, and/or allowing a rewrite). Having these types of discussions with students may help faculty members not to become *bogged down* while assessing writing assignments. This concern leads to the next instructional domain of providing feedback on students' writing.

Nearly half of the survey respondents (44 percent) reported they are strongly confident in their ability to provide feedback on students' writing (e.g. written response, peer review). On the other hand, 48 percent of the survey participants stated undergraduate students are not allowed to revise any writing assignments. Once again, the focus group discussion panel suggested time constraint concerns for providing feedback on their students' writing. They have difficulty balancing teaching writing and teaching the required course content. "…I don't think I have enough time to teach them. I am barely getting to the course content then I'm trying to teach" (Participant 2, personal communication, March 10, 2017). With this said, 50 percent of the documents reviewed failed to mention a writing process discussion (e.g. peer review and revision). Allowing students to participate in these types of activities may help these undergraduate faculty members to increase the time necessary to teach the required course content.

Concerning faculty members' ability to evaluate students' writing, the survey respondents (40 percent) are strongly confident in their knowledge and expectation within the writing domain. Even though they have confidence in evaluating students' writing, the focus group participants state grading takes too much time. While analyzing the document review with the post-debriefing meeting, the faculty members again suggested concerns with time management and communication. With content and students' needs, they know what they want. However, they may struggle because they are *not English majors*. As stated previously, this is common thinking among faculty members within professional schools (Goldberger, 2014; Peterson, 2000). Throughout all datasets, these faculty members conveyed that they have a solid foundation in their knowledge of the three writing domains (i.e. assess the elements of writing, provide feedback on students' writing and evaluate students' writing). However, they expressed concerns with effective communication and time management strategies.

Behavioral Patterns.

Regarding *behavioral patterns* (e.g. skills / actions) of the social cognitive theory (*see Figure 7*), the faculty survey shows of the 39 courses mentioned, the average faculty member gives 2.3 formal assignments and 4.6 informal writing assignments per undergraduate class. Of the eight syllabi reviewed, the average class has one formal assignment and no informal writing assignments. The focus group panel and post-debriefing yielded similar results to the survey data concerning formal and informal writing assignments (e.g. journals, quick writes, response papers, in-class worksheets, learning logs). According to Drabick et al. (2007), brief, in-class; ungraded free writing improves integration and application of course material and can be incorporated into the classroom with greater ease. Conversely, grading formal writing assignments takes a great amount of time. As mentioned earlier, Goldberger (2014) stated that "writing is thinking made manifest. If students cannot think clearly, they will not write well. So in this respect, writing is tangible evidence of critical thinking…" Perhaps, one solution to their time management concerns is to assign more informal writing opportunities (e.g. journals, quick writes, response papers, in-class worksheets, learning logs) as these types of assignments are not formally assessed.

Regarding faculty members' instructional practices on providing feedback on students' writing, survey respondents (44 percent) express that they are strongly or moderately confident in their ability to provide students with appropriate writing assignment documentation. Conversely, 48 percent of the survey participants stated undergraduate students are not allowed to revise any writing assignments. During the focus group discussion, the participants agree they need to become more effective in understanding the difference between teaching and assessing students. Hence, the last dataset determined that 50 percent of the documents reviewed failed to mention a writing process discussion (e.g. writing center). During the post-debriefing meetings,

both faculty members stated the writing process discussion (e.g. peer review and revision) gives them the most difficulty. "I try to talk about what I expect with writing. I don't know how that is really received because what I get back is not usually what I anticipated" (Faculty Member 1, personal communication, June 13, 2017). These time management and communication concerns lead into the final instructional domain of evaluating students' writing.

Less than half of survey respondents (40 percent) strongly agree in their confidence to evaluate students' writing. The focus group discussion participants agree that they have confidence in evaluating students' writing. Participant 1 felt "…pretty strongly that I have the skills to evaluate them. My concern and situation, and it's probably the reason why I only do one-page things [writing assignments] as well, is time. Finding time to grade them" (personal communication, March 10, 2017). Participants 2 and 3 also agree that time management is an issue when it comes to grading writing assignments. During a post-debriefing meeting, Faculty Member 2 states even "… fairly clear expectation on writing assignments expectations, some students' papers are still off base" (personal communication, June 6, 2017). Throughout all datasets, the researcher found evidence to support these undergraduate faculty members have the skills necessary to assess the elements of writing, provide feedback on students' writing and evaluate students' writing. However, lacking proper communication and time management skills can cause difficulty in putting their writing instructional practices into action. This leads into the final factor within the triadic reciprocal relationship of the social cognitive theory (Bandura, 1997).

Environmental Events.

Regarding *environmental events* (e.g. institutional support) of the social cognitive theory (*see Figure 7*), the survey specifies that only 28 percent of the faculty members attended CLT workshops or programs related to writing instruction. Furthermore, only one faculty member

could remember the title and/or topic of any CLT workshops and programs that he or she attended. "I have attended CLT workshops every academic year including writing syllabi, providing written instruction for assignments, high impact teaching practices, etc." (Survey Respondent 13, personal communication, November 1, 2016). This low attendance rate could indicate that the training sessions do not coincide with their teaching schedules or they may not view these CLT workshops and programs as relevant to their business and health sciences undergraduate courses. However, the qualitive datasets indicate these faculty members expressed concerns about various writing domains (i.e. assess the elements of writing, provide feedback on students' writing and evaluate students' writing). During the focus group discussion and the post-debriefing meetings, both the SOM and SHPS faculty members shared time (i.e. management skills and constraints) and communication concerns.

While the majority of the study population has indicated they are strongly or moderately confident in all three writing domains, some lack time management skills to assess and evaluate students' writing. Hence, they provide few formal writing assignments. Also, the balancing between writing instruction and teaching the required course objectives causes time constraint concerns. During the focus group discussion, the idea of using rubrics to help their students know what is expected in assessing and grading writing assignments was discussed. "I really like it [the rubric] because when you have students that don't get the grade they really wanted, then they are like why? Then, I can show them exactly. The grade is not just my opinion" (Participant 3, personal communication, March 10, 2017). Moreover, the focus group panel expressed a desire to learn how to grade writing assignment *faster or easier*. Then, the participants shared some of time-saving approaches (e.g. using different colored highlighters and circling phrases on a rubric) to provide feedback and assess. After listening to the group, Participant 1 stated, "I think I need to do more upfront rubrics. I don't even have a formal

[rubric]" (personal communication, March 10, 2017). During one of the classroom observations, the researcher noted a change to the formal rubric used by Faculty Member 2 within her radiation therapy courses. Regarding the researcher paper assignment, she changed the formatting requirement from the APA to the AMA style because *the use of footnotes* made it easier to check students' sources and faster to grade. Since the AMA formatting style was developed by the American Medical Association for the purpose of writing medical research, this new change may be beneficial to these undergraduate students working towards a degree within the health science fields. According to Betts and McCarthy (2010), using the instructional practice of writing assignment rubrics can help to develop feedback procedures while improving students' writing skills. In addition to helping with these time management concerns, sharing rubrics with undergraduate students would assist them in understanding faculty members' expectations on other formal writing assignments (e.g. letter and memos).

To assist in alleviating these concerns for faculty members to teach writing within their SOM and SHPS undergraduate courses, the focus group discussion panel agreed that maintaining frequent communication with other departments and the writing center is important. For example, Participant 2 suggests offering classes with this "*W" attribute* course involving intensive writing (e.g. reflective paper, research-based paper, and different ways to use citation) that is also part of that general education requirement (personal communication, March 10, 2017). According to the Association of American Colleges and Universities (2007), writing-intensive courses emphasized writing instructional practices to help students to produce and revise writing genres specific to their professional fields. Furthermore, one participant mentioned taking part in a *Writing Across the Curriculum* (WAC) program years ago and *how writing affects every discipline*. The WAC approach would help to develop consistency with writing assignments, assessments, and outcomes (Faculty Member 2, personal communication,

June 6, 2017). Moreover, these concepts of consistency and shared expectations about writing must be developed across disciplines through professional development sessions (National Commission on Writing, 2004). The data analysis supports the need for these faculty members to further discuss these concerns they encounter while using their writing instructional practices (i.e. assess the elements of writing, provide feedback on students' writing and evaluate students' writing).

Discussion

After using Albert Bandura's social cognitive theory as a lens to analyze all the datasets, this researcher discovered two common concerns (i.e. time management / constraints and communication) found throughout this mixed-methods study of SHPS and SOM undergraduate faculty members. During the focus group discussion session, Participant 2 stated, "I am not really equipped to teach them [students] how to write. I just don't have the time, and it's not something I really want to do" (personal communication, March 10, 2017). As supported in the literature review (Bruton & Schneider, 2002; Bryan Malenke et al., 2016), this statement is a powerful summation of one undergraduate faculty members' feelings about maintaining a balance between writing instruction and meeting the required course objectives. Additionally, these faculty members expressed the importance having their students learn specific writing skills necessary within their future professional fields (e.g. accounting and nursing). "In a profession, I am not training you [students] just to do accounting. You [students] have to know how to write" (Participant 1, personal communication, March 10, 2017). Moreover, Participant 3 stated, "we would be doing them a disservice if we didn't expect that from them" (personal communication, March 10, 2017). When facing difficult and challenging work situations, highly efficacious people are more apt to make an effort to overcome these obstacles (Bandura, 1977). After conducting an analysis of the qualitative data (i.e. focus group and post-debriefing

meetings), it became evident that these SOM and SHPS faculty members are highly efficacious. Not only were they able to voice their concerns (i.e. time management and communication) relating to writing instructional practices, they articulated various suggestions to attain institutional support (i.e. faculty development) needed to overcome these teaching obstacles.

As mentioned previously, the data analysis depicted two significant concerns for these undergraduate faculty members. Although they conveyed that they have a solid groundwork in their knowledge of the three writing domains (i.e. assess the elements of writing, provide feedback on students' writing and evaluate students' writing), these faculty members expressed difficulty with time management skills. For example, faculty members agreed that time management is an issue when it comes to grading writing assignments. Moon et al. (2018) also found the time-consuming of grading as a barrier. Additionally, Graham (2000) argued that faculty might not have the time or expertise for writing instruction. The SOM and SHPS faculty struggle with focusing on their writing assignment expectations while teaching their required course content. For example, they become *bogged down* on grammar, formatting (e.g. APA, memo, letter), and voice issues (e.g. word usage) and *forget to read for content*. To overcome these obstacles, they suggested asking for training sessions. For instance, Faculty Member 1 suggests training in the ways to help decrease the amount of grading time for writing assignments (personal communication, June 13, 2017). This rationalization was also supported in the literature review. Having a collection of instructional practices and strategies to use during initial teaching experiences, Morris and Usher (2011) stated may help faculty members to have early success and in turn may support their self-efficacy beliefs. Therefore, the suggestion of developing and implementing *formal rubrics* would help reduce the time needed for assessing and grading writing assignments. Another suggestion to alleviating the time constraint concern for these business and health sciences faculty was to develop and maintain frequent

communication with other departments and the writing center. For example, offering "*W" attribute* courses, involving intensive writing as a general education requirement, would help prepare undergraduate students for the writing expectations within their academic programs in business and health sciences. Chinn and Hilgers (2000) argued for writing intensive courses to be effective, faculty members should implement more of a collaborative approach by assigning a diverse range of writing opportunities, writing tasks with more diverse audiences and providing clearer guidelines for writing.

With the suggestions of developing *formal rubrics* and "*W" attribute* classes with intensive writing objectives, the concept of *Writing Across the Curriculum* (WAC) was discussed as an approach to alleviate the concerns associated with these faculty members' writing instructional practices. According to Bazerman et al. (2005), WAC within higher education settings has been primarily a programmatic and pedagogical movement, designed at changing practices in the classroom, increasing the amount of and attention to writing in all program courses, improving the assignments, and changing the awareness of teachers in all disciplines to the role of writing in learning. Moreover, McLeod (2000) stated WAC is defined as an approach that alters course curriculum to encourage *writing to learn* and *learning to write* activities in all programs. Kahn and Holody (2012) argued by utilizing the WAC approach may offer a new perspective as well as direction for evaluating writing concerns and new tools for responding to students' assignments. Additionally, the fundamental ideas of WAC suggest that writing supports learning and student participation. Also, an array of student voices can be expressed through the secure medium of the students' own writings. As a result of writing, students become engaged in critical thinking and analysis that is not achieved when they are listening to faculty members' lectures. Consequently, the focus on using *writing to learn* does not mean that the rules of written expression are ignored. In fact, WAC proponents hold that

practicing writing helps students become better writers (Kahn & Holody, 2012). Without the opportunity to write and experiment with language and vocabulary, students will certainly not improve their writing.

Zamel and Spack (2006) argued the importance for scholars, educational leaders, and faculty members alike continually research for efficient pedagogical and andragogical approaches to better improve all students' writing development across the curriculum. WAC adopts certain pedagogical and andragogical approaches beyond the obvious difference between *assigning* writing and *teaching* writing. The concept of having students write more and the opposing reality of teaching writing within various disciplines and genres for multiple and diverse audiences cause tension unless all colleagues are prepared and supported (Condon & Rutz, 2012). Since an effective and efficient WAC program requires building complex partnerships among various colleagues (e.g. faculty members, administrators, and writing center staff members), the SOM and SHPS faculty are suggesting that they need assistance in developing and implementing time management techniques. Through this type of communication, they believe that they will be better able to balance writing instructional practices and the required course content.

Faculty Development.

Higher education institutions are only as strong as their learning communities (i.e. administrators, faculty, and staff members). It is vital for all educational leaders (e.g. academic deans and directors) to view people as a valued resource. To attain stronger learning communities, higher education institutions must be mindful of their employees' talents and perspectives. Furthermore, these leaders need to be able to maintain frequent communication with their colleagues in order to ensure effective instructional practices are taking place. By having regularly scheduled communication forums for faculty development sessions, colleges

and universities will help to establish a solid foundation for trust, respect, and fidelity among all members of the learning community. As discussed in the literature review, an effective educational improvement strategy (e.g. WAC approach) needs to include an explicit and well-articulated vision of effective educational practices (Odden, 2011). To achieve this goal, higher education institutions will likely benefit by providing training to all undergraduate faculty members across the disciplines in the measurement of writing skills and performance (Good, Osborne, & Birchfield, 2012). Faculty and staff members need to be given various opportunities to share their expertise with their colleagues to help with providing consistency regarding writing instruction. Grise-Owens and Crum (2012) argued by creating a systemic, collaborative approach and reframing writing as a professional practice skill encourages the likelihood of total buy-in and fidelity. Hence, these faculty development opportunities are more effective when they are divided up into specific disciplines and/or professional schools.

As discussed in the literature review, all faculty members need to understand writing instruction is complex and requires common expectations across disciplines (College Entrance Examination Board, 2003 & National Commission on Writing, 2004). Although having consistency across the entire university would be wonderful, department consistency would be more realistic (Faculty Member 2, personal communication, June 6, 2017). Increasing common expectations and consistency may help to decrease concerns that faculty members face when balancing writing instruction and course objectives. Participant 1 stated the *university* [educational leaders] should "reach out to the professional schools. Work with us. Find out what we want" (personal communication, March 10, 2017). The entire focus group panel also agrees with the need for building stronger relationships and increase support between academic departments.

Since every discipline has its own rhetoric, it is vital for students to practice the specific types of writing they will be asked to produce in their careers. Additionally, they will not be exposed to professional writing in their first-year seminars and English composition courses (Goldberger, 2014). Establishing these common expectations and improving communication about various writing instructional practices (i.e. assess the elements of writing, provide feedback on students' writing and evaluate students' writing) may help faculty members and administrators to understand the purpose of faculty development opportunities (College Entrance Examination Board, 2003 & National Commission on Writing, 2004). Furthermore, educational leaders must understand that faculty development opportunities are most effective when there is relevance to their specific department or program.

As stated previously, College Entrance Examination Board (2003) and Daly (2011) claimed that the frequency of change and the increasing expectations connected with teaching and learning suggest that colleges and universities need to provide additional support for faculty development. Hirsh and Killion (2007, 2009) argued that professional development initiatives need to be systematic with the same goal and vision of improving faculty performance at all levels (as cited in Odden, 2011). Since the ability to teach is as an ever-evolving skill, faculty development and workshop agendas need to include the rationale for having the session and time for the attendees to share their thoughts and concerns related to their writing instructional practices.

To help to increase communication and buy-in, Daly (2011) argued academic leaders must ensure that related structures and practices include independent self-directed tasks, opportunities to identify and build areas of competency, and sites for building relationships among various disciplines and academic departments. Therefore, these leaders should provide resources and support for the development of these types of faculty learning communities.

Higher education institutions need to allow their administrators and faculty to help in identifying the goals and activities that will be most effective and efficient for their own instructional growth. This can be achieved by conducting surveys before and after each faculty development session. To help to ensure faculty growth and increase intrinsic motivation, professional development activities must boost *autonomy, competence, and relatedness* (Daly, 2011). Even though providing continuous faculty development sessions are expensive, regarding time and money, the benefits of faculty growth and a greater sense of fidelity simply outweigh the financial costs.

The College Entrance Examination Board (2003) argued, "writing today is not a frill for the few, but an essential still for the many" (p. 11). For students, writing can act as a *gatekeeper* because those with weaker writing abilities face restrictions on what they can achieve in their coursework and the workplace (Gere, 2010; National Commission on Writing, 2004). Since the ability to communicate effectively is critical in all professional fields, all faculty members need to take responsibility in helping to strengthen their students' writing skills. Frequently, post-secondary institutions take the approach to developing their faculty and staff talent by just telling them about the new initiative. Without taking the proper steps in providing the rationale behind the data-driven decision for making this new Writing Across the Disciplines initiative, all necessary participants (i.e. administrators, instructors, and staff members) may fail to understand the relevance to their specific positions or departments. Consequently, academic administrators must have effective and on-going communication between these participants to ensure they all have a complete understanding behind the rationale for the initiative. Higher education institutions must have consistency and shared expectations about writing instruction. Faculty members need to understand writing as a *complex (and enjoyable) form of learning and discovery,* both for themselves and for their students (National Commission on Writing, 2004).

Therefore, faculty members across all departments need to have access to faculty development opportunities to help find a balance between meeting the required course content and teaching writing.

Recommendations

In order to provide instructional support related to writing practices, higher education institutions need to ensure that they provide the necessary training to all faculty members from all departments. According to Best (2014), there are five core WAC principles:

1. Writing is the responsibility of the entire academic community.
2. Writing must be integrated across departmental boundaries.
3. Writing experiences must be continuous throughout students' undergraduate education.
4. Writing promotes learning.
5. Only by practicing the conventions of an academic discipline will students begin to communicate effectively within that discipline (slide 22).

Given the faculty members' comments about WAC and these core principles, this led to the important question of: What are the most effective and efficient ways of developing and implementing a WAC approach within this type of higher education environment?

Since these faculty members have not participated in any recent formal WAC discussions, training, or workshops at this particular post-secondary institution, and given their time management concerns with teaching their course objectives, this researcher recommends only focusing on one core principle at a time. For example, a university could initiate this instructional approach by having faculty development sessions on the topic of: *Writing promotes learning.* During these faculty development sessions, the attendees must be provided with the rationale for the gatherings. As mentioned earlier, the health science and business faculty do not require a lot of writing assignments because of the excessive grading time. However, providing

students with informal writing assignments (e.g. journals, quick writes, response papers, in-class worksheets, learning logs) will promote learning and help them develop as writers. Moreover, these types of brief, in-class; ungraded free writing opportunities improve integration and application of course material and can be incorporated into the classroom with greater ease (Drabick et al., 2007). The solution to their time management concerns is to assign more informal writing opportunities, as these types of assignments are not formally assessed or evaluated.

Using the Writing Across the Curriculum (WAC) approach, educational leaders and faculty members recognize the array of dialogue and dialogue expectations students will be exposed to, both during their time at college and once they are in the workplace (Hanstedt, 2012). During some WAC workshops, faculty members can try different kinds of writing (i.e. formal and informal) and read each other's responses. According to Neff Magnotto and Stout (2000) the WAC workshop participants gain a greater understanding of writing is involved in both teaching and learning. These types of training opportunities would give the faculty members, who teach within professional schools, the necessary *tools and tips* to successfully utilize their writing instructional practices while teaching the mandated course content.

Through participation in the WAC program, faculty members are made aware that they cannot assume their students understand the writing practices of their particular professional fields. Consequently, faculty members need to be more deliberate about teaching writing, not just assigning it. Since writing appears to be a *marker attribute of high-skill, high-wage, and professional work*, higher education institutions interested in helping students to become workplace ready must concentrate on developing graduates' writing skills (National Commission on Writing, 2004). Since instructional practices are complex and subjective, there is not an easy, one-time solution for alleviating time constraints that will assist faculty members to balance

teaching writing and meeting the demands of the required course curriculum. In order for researchers and educational leaders to better promote relevant faculty talent development, they need to conduct more studies on writing instruction in professional schools. There are several areas and perspective that deserve to be explored. For example, there must be a discussion on what is consider a writing assignment. Before the second classroom observation, the researcher received the following email response: Regarding the *Income Tax Preparation* class, "we don't have a written assignment in the course" (Faculty Member 1, personal communication, December 18, 2019). With this SOM faculty member in mind, this researcher thought there would be little to no writing in the accounting course. Interestingly, the vast majority of course content involved student providing income tax services for people within the community. Completing these tax forms can be considered a hybrid writing assignment because it has elements of both formal (i.e. submit finished, polished) and informal (i.e. encourage preparatory, exploratory engagement in course materials). During the first classroom observation, the researcher found evidence of another hybrid form of writing. After having her students write a research paper on an assigned special procedure and/or emerging technology in the field of radiation oncology, Faculty Member 1 also had them conduct PowerPoint presentations on their assigned topics. Even though this faculty member does not view these oral presentations as writing assignments, this particular instructional practice helps students shift from the idea of *learning to write* about a specific topic within the radiation oncology field to a more *writing to learn* idea. As audience members, the entire cohort would benefit from learning about six special procedure and/or emerging technology rather than just one. After witnessing these types of hybrid writing opportunities, this researcher recommends having discussions about what constitutes writing assignments.

Participant 2 argued critiquing students' writing and teaching writing are quite different (personal communication, March 10, 2017). To help find a better balance for teaching writing and the course objectives, future researchers should conduct long-term classroom observations to gain a deeper insight into how faculty members incorporate writing while teaching in their undergraduate business and/or health science courses. Moreover, research should be gathered from students and institutions as well. How successful are the undergraduates after taking a particular class within their professional school program? How can higher education institutions support their faculty members and other academic staff (e.g. writing center) to help make writing instruction within professional schools more effective and efficient? Through examining faculty members' instructional practices in writing, educational leaders might gain greater insight into these issues (e.g. time constraints and communication concerns) to promote faculty talent development. These concerns with environmental events often dictate faculty members' behavior towards teaching writing. Therefore, they must be addressed to assist faculty members in delivering professional writing instruction within their undergraduate courses or before starting a writing initiative, such as writing across the curriculum.

Appendix A: Undergraduate Faculty Self-Efficacy Survey –
Teaching Writing within Various Disciplines
Adapted from the Teacher Confidence Scale (Woolfolk Hoy, 2000)

1. How long have you been a faculty member at the university?

_____ Under 5 years _____ 5-10 years _____ Over 10 years

2. Have you taken any courses that focused on teaching within your subject area(s)?

_____ Yes _____ No

3. Have you ever attended any Center for Learning & Teaching (CLT) workshops or programs related to writing instruction?

_____ Yes _____ No

If yes, please list the title and/or topic of all the CLT workshops and programs that you attended:

_____

_____

_____

4. List the department(s) that you currently teach in:
_____

5. **Writing Self-efficacy Study Instrument:** Please respond using the scale choices below by selecting your agreement level to each of the statements below.

	Strongly Agree	Moderately Agree	Agree slightly more than disagree	Disagree slightly more than agree	Moderately Disagree	Strongly Disagree
I am confident in my ability to teach writing in my undergraduate courses.	1	2	3	4	5	6
I am confident in my ability to create effective and appropriate writing assignments in my undergraduate courses.	1	2	3	4	5	6
I am confident in my ability to assess the elements of writing (e.g. voice, audience, secondary sources, formulating an argument, APA/MLA format).	1	2	3	4	5	6
I am confident in my ability to respond (provide feedback) to students' writing (e.g. written response, peer review).	1	2	3	4	5	6
I am confident in my ability to evaluate students' content and rhetoric using established grading criteria.	1	2	3	4	5	6
I am confident in my ability to assess students' writing skills (i.e. grammar and mechanics)	1	2	3	4	5	6
I am confident in my ability to provide students with documents (i.e. within course syllabi and/or other handouts) to help them understand the purpose, formatting, and grading criterion of their writing assignments.	1	2	3	4	5	6

6. Please list the undergraduate courses you teach, and indicate the number of writing assignments for each course and whether you allow or require revisions. Note the following definitions:

- *Formal Writing Assignment:* It requires students to submit finished, polished pieces of writing (e.g. lab reports, research papers, literature reviews).

- *Informal Writing Assignment:* It encourages preparatory, exploratory engagement in course materials (e.g. journals, quick writes, response papers, in-class worksheets, learning logs).

Course Prefix and #:	**# of Formal Writing Assignments:**	**# of Informal Writing Assignments:**	**Policy on Revising Assignments**
			_____ Not allowed _____Allowed _____ Required _____ Only on certain assignments
			_____ Not allowed _____Allowed _____ Required _____ Only on certain assignments
			_____ Not allowed _____Allowed _____ Required _____ Only on certain assignments
			_____ Not allowed _____Allowed _____ Required _____ Only on certain assignments
			_____ Not allowed _____Allowed _____ Required _____ Only on certain assignments
			_____ Not allowed _____Allowed _____ Required _____ Only on certain assignments

7. Would you be willing to participate in a focus group discussion with four to six of your peers?

_____ Yes _____ No

If yes, please email Kim Rosebohm at kroseboh@umflint.edu.

Appendix B: Undergraduate Faculty Document Review Rubric for Writing Assignments, Adapted from California State University-Sacramento (n.d.)

Researcher: Kim M. Rosebohm

Internal Review Board Approval: HUM00113377

Document Types:
(i.e. syllabus, assignment handout)

Professional School:
(i.e. business or health sciences)

Course Description:

Total Number of Formal Writing Assignments:
(i.e. lab reports, research papers, literature reviews, book reviews, and essays)

Total Number of Informal Writing Assignments:
(i.e. journals, quick writes, response papers, in-class worksheets, learning logs, and course dictionaries)

Undergraduate Faculty Document Review Rubric

Level of Performance Descriptions:

- **Satisfactory – 3:** Within the document, the undergraduate faculty member mentions and explains all or most of the factors within the specific criteria.
- **Developing – 2:** Within the document, the undergraduate faculty member mentions and explains only one or two of the factors within the specific criteria.
- **Unsatisfactory – 1:** Within the document, the undergraduate faculty member does not mention or explain any of the factors within the specific criteria.

Directions: Using the following rubric, the researcher will assess each writing assignment mentioned in the course syllabus or assignment handouts:

Document Assignment Title:

Criterion	Factors	Level of Performance and Rationale (Satisfactory – 3, Developing – 2, Unsatisfactory – 1)
Purpose/ Audience	**Purpose:** The assignment is connected to – • the objectives of the course and discipline • other reading and writing assignments • the students' interests or goals **Audience:** • considers an audience other than just the faculty member (i.e. peers, experts in the field, specific journals) • considers having students choose an audience	
Final Product Description	**What the final product should do and not do:** • summarize, explain, compare, synthesize, persuade, negotiate, etc. • writing conventions and rhetorical strategies (purpose, audience, academic language) • level of formality • structure: introductions, bodies, conclusions, internal organization options • example products: professional essays, student essays, mediocre essays to critique	
Grading	**Grading Criteria**: • describe paper at each grade or "the best papers will...." • list absolute criteria • use a grading rubric (analytic and holistic models) • correlate grading criteria with the purpose of the assignment • indicate level of mechanical correctness necessary	
Formatting Instructions	• length, margins, typing, cover page, page numbering • documentation style (i.e. APA or MLA formatting)	
Writing Process Discussion	• consider photocopying a student draft and critiquing it as a class • encourage students to take a draft to The Writing Center • consider using peer response workshops (peer review) • comment on a draft or allow a rewrite	

Appendix C: Approval Letter from the Institutional Review Board

Flint Institutional Review Board • 530 French Hall, 303 E. Kearsley St, Flint, MI 48502 • phone (810) 762-3383 • fax (313) 593-0526 • research@umflint.edu

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To: Kim Rosebohm

From:

Marianne McGrath

Cc:

Kim Rosebohm
Pamela Ross McClain

Subject: Notice of Exemption for [HUM00113377]

SUBMISSION INFORMATION:
Title: Exploring Undergraduate Faculty Members' Self-efficacy: Writing Instruction Across the Disciplines in Higher Education
Full Study Title (if applicable):
Study eResearch ID: HUM00113377
Date of this Notification from IRB: 8/31/2016
Date of IRB Exempt Determination: 8/31/2016
UM Federalwide Assurance: FWA00004969 (For the current FWA expiration date, please visit the UM HRPP Webpage)
OHRP IRB Registration Number(s): IRB00000248

IRB EXEMPTION STATUS:
The IRB Flint has reviewed the study referenced above and determined that, as currently described, it is exempt from ongoing IRB review, per the following federal exemption category:

EXEMPTION #2 of the 45 CFR 46.101.(b):
Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Note that the study is considered exempt as long as any changes to the use of human subjects (including their data) remain within the scope of the exemption category above. Any proposed changes that may exceed the scope of this category, or the approval conditions of any other non-IRB reviewing committees, must be submitted as an amendment through eResearch.

Although an exemption determination eliminates the need for ongoing IRB review and approval, you still have an obligation to understand and abide by generally accepted principles of responsible and ethical conduct of research. Examples of these principles can be found in the Belmont Report as well as in guidance from professional societies and scientific organizations.

SUBMITTING AMENDMENTS VIA eRESEARCH:
You can access the online forms for amendments in the eResearch workspace for this exempt study, referenced above.

ACCESSING EXEMPT STUDIES IN eRESEARCH:
Click the "Exempt and Not Regulated" tab in your eResearch home workspace to access this exempt study.

Marianne McGrath
Chair, IRB Flint

Appendix D: Faculty Self-efficacy on Teaching Writing Survey Consent Form

Exploring Undergraduate Faculty Members' Self-efficacy:
Writing Instruction Across the Disciplines in Higher Education

Internal Review Board Approval: HUM00113377

You are being asked to participate in a dissertation research study that is being completed by Kim Rosebohm, a Doctor of Education candidate, from the University of Michigan-Flint. The purpose of this study is to provide faculty members and other educational professionals input into the academic conversation regarding the relationship between self-efficacy and writing instruction across the disciplines.

You are being asked to participate because you have experience as a faculty member. Please help to bring faculty members' voices into this important issue by completing the survey. The survey should take you approximately 10-15 minutes to complete. If there is any question or item you do not want to respond to, you may skip it. There is no obligation to participate, but your involvement will make a significant difference!

There are no known risks for participation, and your participation is voluntary. Therefore, you may end your involvement by exiting the survey. All results from the study will ONLY be reported in aggregate, with no individual shared. There is no cost to you to participate, other than the expenditure of time on your part. You will not be paid for participating in this study.

Any questions about this study can be answered by me, Kim Rosebohm, or my dissertation chair, Dr. Pamela Ross McClain. My contact information is: Kim Rosebohm at (810) 919-9494 or kroseboh@umflint.edu. My dissertation chair's contact information is Dr. Pamela Ross McClain at (810) 762-3260 or rosspam@umflint.edu. Thank you in advance for your participation.

Appendix E: Focus Group Consent Form

Dear Focus Group Participant,

I am conducting a study to explore undergraduate faculty members' self-efficacy with regard to their writing instruction across the disciplines. The focus group will include a warm-up activity and the discussion of a few focus questions surrounding faculty members' knowledge, expectations, skills, and actions regarding writing instruction within the classroom. The activity should take approximately 60 minutes to complete. For the purposes of the study, I would like to use your verbal responses as data for my dissertation research study in the Doctor of Education program at the University of Michigan-Flint.

The focus group protocol activity will be audio-recorded. The tapes will be erased at the conclusion of the dissertation process. Individual results of this activity will be confidential and will not be released in any individually identifiable form. Pseudonyms will be used in any reports of this study and neither the name of the institution nor the individual participants will be identified.

I anticipate this study will benefit you, in the short-term, by helping you to explore the relationship between self-efficacy and writing instruction across the disciplines. Additionally, this study may have long-term benefits for the profession by providing knowledge about approaches for improving faculty self-efficacy in regard to writing instruction.

There are no known risks for participation in this study. Participation is voluntary, refusal to participate will involve no penalty or loss of benefits, and you may discontinue participation at any time without penalty or loss of benefits. There is no cost to you to participate, other than the expenditure of time on your part. Because this is a group discussion, your discussion is being communicated and shared with other people making it possible for conversation to be taken out of the meeting. Therefore, in order to enhance confidentiality for all participants, it is important that you understand that as a participant you will be agreeing not to discuss identity and content with people not present. You are free to withdraw your consent at any time.

Any questions about this study can be answered by me, Kim Rosebohm, or my dissertation chair, Dr. Pamela Ross McClain. My contact information is: Kim Rosebohm at (810) 919-9494 or kroseboh@umflint.edu. My dissertation chair's contact information is Dr. Pamela Ross McClain at (810) 762-3260 or rosspam@umflint.edu. Thank you in advance for your participation.

Sincerely,
Kim M. Rosebohm

I hereby consent to participate in the study *Exploring Undergraduate Faculty Members' Self-efficacy: Writing Instruction Across the Disciplines in Higher Education (*Internal Review Board Approval: HUM00113377) and allow the use of my responses for the study data.

_____	_____	_____
Please Print Name	Signature	Date

Appendix F: Focus Group Protocol

Researcher: Kim M. Rosebohm

Internal Review Board Approval: HUM00113377

Outline:

A. Welcome:
   a. Facilitator will introduce herself as the moderator and discuss her role as the moderator of the discussion.

B. Overview of Topic:
   a. The overarching research question to help explore the faculty members' perceptions of writing instructional practices is the following: To what extent do the personal factors (e.g. knowledge and expectations), behavioral patterns (e.g. skills / actions), and environmental events (e.g. institutional support) impact faculty members' ability to deliver professional writing instruction within their undergraduate courses?
   b. These participants were invited because they teach undergraduate courses for professional schools at a regionally accredited public university located in southeastern Michigan.
   c. Responses will be used in a Doctor of Education (Ed.D.) dissertation study conducted by this researcher through the University of Michigan-Flint.

C. Ground Rules:
   a. No right or wrong answers, only differing points of view
   b. No names will be used in the research
   c. Tape recording because the researcher does not want to miss any of the participants' comments
   d. Participants do not need to agree with others, but they must listen respectfully as others share their views.

D. Questions to Facilitate Discussion:
   a. Do your undergraduate students exhibit writing challenges? If so, can you provide some typical examples of their writing challenges?
   b. Do you incorporate writing instruction into your undergraduate courses? If so, what kinds of writing assignments and/or activities do you provide for your students?
   c. How comfortable are you with teaching writing concepts (e.g. creating writing assignments, assessing the elements of writing, and providing feedback and evaluation to students' writing)?
   d. What skills are used and/or needed relating to teaching writing in your assigned undergraduate classes?
   e. What kind of institutional supports, if any, do you think would be most beneficial in assisting with writing instruction?
   f. What do you believe is necessary in order for you to feel a greater sense of self-efficacy (i.e. confidence) regarding writing instruction?

Appendix G: Document Review and/or Classroom Observation Consent Form

Dear Participant,

I am conducting a study to explore undergraduate faculty members' self-efficacy concerning their writing instruction across the disciplines. Regarding to the document review, I would like to analyze all your undergraduate course syllabi and any other writing assignment student handouts. Concerning the classroom observation, I would like to visit a class session of your choice to where I can observe a "writing lesson" (i.e. introducing a course writing assignment). After conducting the document review and/or classroom observation, I would like to conduct a post-document review / observation debriefing meeting. I want to use your undergraduate course documents, field notes from the classroom observation, and the post-debriefing meeting as data for my dissertation research study in the Doctor of Education program at the University of Michigan-Flint.

The individual results of these observation activities (i.e. document review, classroom observation, and/or post-debriefing meeting) will be confidential and will not be released in any individually identifiable form. Pseudonyms will be used in any reports of this study and neither the name of the institution nor the individual participants will be identified.

I anticipate this study will benefit you, in the short-term, by helping you to explore the relationship between self-efficacy and writing instruction across the disciplines. Additionally, this study may have long-term benefits for the profession by providing knowledge about approaches for improving writing instruction in higher education.

There are no known risks for participation in this study. Participation is voluntary, refusal to participate will involve no penalty or loss of benefits, and you may discontinue participation at any time without penalty or loss of benefits. There is no cost to you to participate, other than the expenditure of time on your part. You are free to withdraw your consent at any time. Any further questions about this study can be answered by me or my dissertation chair. My contact information is: Kim Rosebohm at (810) 919-9494 or kroseboh@umflint.edu. My dissertation chair's contact information is Dr. Pamela Ross McClain at (810) 762-3260 or rosspam@umflint.edu. Thank you in advance for your participation.

Sincerely,
Kim M. Rosebohm

I hereby consent to participate in the study *Exploring Undergraduate Faculty Members' Self-efficacy: Writing Instruction Across the Disciplines in Higher Education* (Internal Review Board Approval: HUM00113377) and allow the use of my responses for the study data.

_____	_____	_____
Please Print Name	Signature	Date

Appendix H: Post-debriefing Meeting Protocol

Researcher: Kim M. Rosebohm

Internal Review Board Approval: HUM00113377

Outline:

A. Introduction:
   a. After looking over the undergraduate course documents (i.e. course syllabi and any other writing assignment student handouts) provided by the faculty member, the researcher will remind him or her of the post-debriefing meeting's purpose.

B. Overview of Topic:
   a. The overarching research question to help explore the faculty members' perceptions of writing instructional practices is the following: To what extent do the personal factors (e.g. knowledge and expectations), behavioral patterns (e.g. skills / actions), and environmental events (e.g. institutional support) impact faculty members' ability to deliver professional writing instruction within their undergraduate courses?
   b. This participant was invited because he or she teaches undergraduate courses for a professional school at a regionally accredited public university located in southeastern Michigan.
   c. Responses will be used in a Doctor of Education (Ed.D.) dissertation study conducted by this researcher through the University of Michigan-Flint.

C. Ground Rules:
   a. No right or wrong answers, only the faculty member's point of view
   b. No names will be used in the research
   c. Tape recording because the researcher does not want to miss any of the faculty member's comments

D. Questions to Facilitate Meeting:
   a. Concerning formal writing assignments (e.g. lab reports, research papers, literature reviews), which writing instruction concepts (e.g. creating writing assignments, assessing the elements of writing, and providing feedback and evaluating students' writing) give you the greatest challenge?
   b. Do you give your students the opportunity to complete informal writing assignments (e.g. journals, quick writes, response papers, in-class worksheets, learning logs)? Please explain your rationale.
   c. With regard to using formal writing assignment factors (i.e. purpose/audience, final assignment description, grading criteria, formatting instructions, and writing process discussion) which of these factors gives you the most difficulty?
   d. Name one or two initiatives the university should do in order to increase faculty self-efficacy with regard to writing instruction. Why are these initiatives beneficial to faculty self-efficacy?

Appendix I: Classroom Observational Tool

Researcher: Kim M. Rosebohm

Internal Review Board Approval: HUM00113377

Professional School:
(i.e. business or health sciences)

Course Description:

Key Definitions / Examples:

- **Writing Instruction (WI):** It is teaching the kinds of writing required within professional fields.
    - *Business Writing Examples*: E-mails, memos, letters, work orders, manuals, proposals, presentations, reports, and business and marketing plans
    - *Health Science Writing Examples*: Lab reports, proposals, evaluation reports, investigation reports, reviews or summaries, and research papers
- **Writing Concepts (WC)**: The ideas and skills that faculty members teach that are specifically used within their professional fields.
- **Writing Elements (WE):** These are the style details (e.g. tone, voice, audience, format) needed to communicate information effectively within specific professional fields.
- **Formal Writing Assignments (FWA):** They require students to submit finished, polished pieces of writing (e.g. lab reports, research papers, literature reviews).
- **Informal Writing Assignments (IWA):** They encourage preparatory, exploratory engagement in course materials (e.g. journals, quick writes, response papers, in-class worksheets, learning logs).

Directions: Using the following tool, the researcher takes fieldnotes during the classroom observation.

Undergraduate Faculty Classroom Observational Tool

Key Term(s):	Fieldnotes:	Comments:

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